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ABSTRACT

The aim of this curriculum guide is to help teachers train educable mentally retarded high school students with marketable skills, enabling them to compete in the world of work. Stress is on teaching appropriate work attitudes as well as skills. Four sections included are (1) Reading: Development of Reading Ability to Highest Intellectual Level, Development of Oral Comprehension to Same or Greater Degree, Ability to Read to Make Life and Work Easier; (2) Mathematics: Use of Four Basic Arithmetic Skills; (3) English: Ability to Communicate as Well in Writing as Vervally; (4) Preparation for Work: Assembly Line Worker, Worker for a Small Corporation, Short Order Cook, Restaurant Worker. Each section is presented in chart form with the following headings: Behavioral Objectives, Suggested Solution for Teacher, Suggested Activities for Students, and Evaluation. Each section is prefaced by a brief discussion and statement of the goals. Training activities are reinforced by nine appendixes. A bibliography and evaluation sheet for the curriculum guide are included. (TA)

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State of New Jersey
Department of Education
Division of Vocational Education

A SECONDARY EDUCATION CURRICULUM FOR EDUCABLE MENTALLY RETARDED STUDENTS

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This publication is one of a series of curriculum documents in career education written under the statewide curriculum development project conducted by the New Jersey Curriculum Management Center. Materials developed under this project are published by the New Jersey Vocational-Technical Education Curriculum Laboratory in order to ensure the widespread availability of these materials to practitioners in the field at a reasonable cost.

Dr. Joseph F. Kelly

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INTRODUCTION

For the special education student, high school education is usually his last experience with a formalized educational program. He may go on for more specialized job training, but basically, his classroom experience is completed: he must become self-supporting and independent to the best of his ability. No school system can claim that they have "educated" a mentally retarded child unless that student has a marketable skill, enabling him/her to compete in the world of work. It is to this end that this curriculum is written.

What skills are necessary for a mentally retarded child? Beside a specific area of competence, what other training is necessary? How do we prepare this student for a *lifetime* career? How can we teach a skill so that it will not be forgotten? What procedures can we use to help this student? These are some of the questions that this guide attempts to answer.

Before we proceed further, we should define the educable mentally retarded student. His/her full scale I.Q. is somewhere between 50 and 80, although this fact is meaningless when we talk about his/her ability to do many of the things that are necessary for success in a career. S/He is functioning somewhere in the elementary school range in academic performance; s/he is immature. Therefore we must think in terms of an elementary school child, desirous of success, and if successful, is very happy and will continue to do the same job for a long time. S/He wants very badly to be accepted and to be like everyone else. S/He does not get tired of a job as quickly as other young people; and is a willing worker.

Switching from one job to another is impossible for the special student because by the time the second operation is learned, some of the first is forgotten. S/He cannot comprehend a series of commands if they are said quickly; s/he cannot remember what was done yesterday when s/he comes in today, but does not want it known. Perhaps s/he will stand around and do little or nothing and loses the job because the employer interprets this as laziness. Social graces and courtesies are unknown to the special student and must be learned if s/he is to interact successfully with co-workers.

Our job as high school teachers of special education students is many faceted; therefore, our curriculum must be as well. It is not only the important skills that we must teach, but also the appropriate attitudes, without which the skills would be worthless.

In a special paper dated November 1972 distributed by the Bureau of Occupational Research Development, Division of Vocational Education, six goals of Career Education were listed. They are:

1. **Basic Educational Skills**: Students will develop and demonstrate comprehensive educational and employment skills on a pre-K-adult continuum leading to employment and/or continued education.

2. **Career Awareness**: Students will gain knowledge about the range and nature of various careers, including their educational and personal requirements.

3. **Self-Awareness**: Students will gain increased awareness of their value systems, their individual interests and abilities, and their interpersonal relationships, as emerging factors in improving their educational and employment potential.

4. **Appreciation, Work Attitudes and Habits**: Students will recognize the contribution of work to our civilization and demonstrate initiative and responsibility for exploring and developing their individual potential.

5. **Decision-Making Process**: Students will develop career decision-making skills relative to "next step" experiences in education and/or employment.

6. **Socio-Technological, Economic Understanding**: Students will gain knowledge of and relate to the economic, political, societal, and technological aspects of careers in our contemporary civilization.

Probably the most difficult item for our students is number five – *the decision-making process.* But, although the teacher is somewhat limited here, each goal should be carefully considered before any activity is planned.

DEFINITION OF TERMS

EVALUATION	The circumstances listed in this column are those which will be present when the teacher may presume that the task has been learned.
90% ACCURACY	Occasional mistakes.
80% ACCURACY	Incidence of mistakes are noticable but not consistent.
BEHAVIOR MODIFICATION	The process whereby a teacher can change one specific behavior pattern that a student will display by using a reward system.
EXPERIENCE CHART	A paragraph written by the class and the teacher to delineate what procedures are necessary to accomplish a specific goal; the charts can then be compiled so that the student will have an understandable manual of ways to acomplish various aims.
SIMULATED ENVIRONMENT	The process of making an artificial situation in a classroom resemble the real situation as closely as possible.

BASIC EDUCATIONAL SKILLS

The mentally retarded teenager does not learn like everyone else. He/she learns in spurts. By the time s/he has reached high school s/he has more or less reached a plateau. Some of the students can progress a bit further, but they rarely take giant steps forward educationally. A remedial program in the academic areas in the ninth grade is a must; but through the plateau years of the tenth, eleventh, and twelfth grades, strictly academic training does not fill the needs of the youngster for becoming at least a semi-independent adult.

During the beginning of the ninth grade, the teacher should set up remedial classes in reading, mathematics and English to determine to what extent each child is capable of advancing. Many times the teacher must perform a basic survey in order to ascertain an appropriate starting point. The Learning Disabilities Specialist must also be consulted. There are both commercially prepared tests and teacher-made tests that are available and employable for an empirical measurement.

READING

The primary goal of the teacher is to determine the present reading level of each student, using an Informal Reading Inventory obtained from the reading teacher in the school or district, or one that s/he has compiled. After the administration of the test to each individual student, remedial material which will develop comprehension skills should be employed. The most important function of reading skills in the life of an adult Educational Mentally Retarded student is to give information that is essential for survival. If the written message is not comprehended a great deal of unnecessary difficulty ensues. Many students can read, but they do not digest what they are reading. If however, they are carefully taught to read, and at the same time to interpret the printed or written word, they can make significant advances in this area. When the students reach a plateau, the teacher should discontinue remedial reading and have the student use this skill in ways related to a potential occupation. Reading then becomes a tool and not a skill. It is *not* recommended that a teacher continue to force a student after the plateau has been reached. The negative self-image of the student is reinforced, not the reading level. Whatever skills have been acquired by the student should be emphasized (things like reading the newspaper, the school paper, the school magazine, the classified ads, etc.) thus convincing the special student that s/he has learned something, and is not so "dumb" after all. Understanding the need and purpose of reading as a tool encourages the student to desire this skill and to be willing to develop it to the highest degree possible.

GOALS

I. Each student will be able to develop the ability to read to his/her highest intellectual potential.

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
1. Given a word recognition list, the teacher will be able to determine the functioning level at which the student can read words – both flashed and untimed.	1.a. Obtain a word recognition list from the reading teacher or Learning Disability Specialist. b. Make a list of words from the Dolch list. c. Prepare an assignment that the student can use independently while you work with each student on a one-to-one basis.	1.a. Read words as flashed by the b. teacher. b. Use word attack skills to try to read the word.	1.a. Find the highest level at which the student can get 90% of the words correctly.
2. Given a comprehension test, the teacher will be able to determine the specific functioning level at which the student can comprehend.	2.a. Obtain a commercially prepared comprehension test from a book company, reading teacher, or Learning Disability Specialist and administer it to the student. b. Prepare a list of questions based on a paragraph in the middle of a basic reading series which the student will read orally to the teacher.	2.a. Read the paragraph orally to the teacher and answer questions on that paragraph orally. b. Read the paragraph silently to the teacher and answer questions orally about the paragraph. c. Take the comprehension test while following the teacher's directions.	2.a. Find the highest level at which the student can answer 85% of the questions asked with 100% accuracy. b. If using a commercially prepared test, mark it according to directions and put the child in the reading program at the point indicated by his score.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities For Students	Evaluation
	c. Prepare a list of questions based on a paragraph in the middle of a basic reading series which the student will read silently. d. Prepare an assignment that the students can use independently while you work with each student on a one-to-one basis.		
3. Given the proper teachers edition and basic reader for the student, teacher will be able to help him/her progress to his/her intellectual potential.	3.a. Use any basic reading series teacher's edition and follow it closely making sure that the student practices each new skill for 2 or more reading periods or until it is overlearned. b. Use the skills taught the week before as a seat work activity to lessen the amount forgotten. c. Teach the students to put each story into a sequential series.	3.a. Complete a ditto sheet on material already learned. b. Work on a skill with the teacher. c. Practice the skill taught that day independently.	3.a. The student will be able to answer questions based on the story he is reading with 100% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
4. Given high interest level material, the teacher will be able to develop comprehension as well as reading skills.	4.a. Review High Interest Level material and select books or magazines written ½ year below the level at which you are instructing the student. Books with questions or activities that the student must complete when finished reading each selection are best. b. Drop the students who are not getting almost every answer correct to lower level material. c. When you start the material explain that this is temporary placement and that the student will probably move to a higher or lower level after a few days. Begin below where you feel the student can function successfully on his own if at all possible.	4.a. Read the selection. b. Answer questions or complete activities listed at the end of the story or article.	4. The student will read the selection and follow the directions or answer questions with 90% accuracy.
Teacher's Notes:			

GOALS

II. Each student will be able to develop oral comprehension to the same or greater degree than reading level.

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
1. Given a novel which can be understood by the students, the teacher will read it to the class and ask the students to answer questions.	1.a. Get books from the school library. Ask the librarian for suggestions and have the students select the book they want. b. Read 3 or 4 pages. Stop and ask the students to write answers to questions you ask on the material just read. c. Have students who cannot write or spell well read their answers to you. Do not penalize students if they can tell you an answer but cannot write it.	1.a. Listen to the story as it is being read. b. Write answers to questions asked by the teacher. c. Read to the teacher the answers she/he cannot read him/herself.	1.a. The student will be able to answer 75% of the questions asked.
2. Given teacher-made tapes with directions and/or assignments on them, the student will be able to function as s/he is directed.	2.a. Make up tapes starting very simply – "Get the Search magazine" – "Find the cross-word puzzles" – "Write the number of the page on your paper" etc. b. Increase complexity only	2.a. Use a tape player and ear phones. b. Listen to the tape and do what you are instructed to do c. Take out equipment and materials carefully and return them immediately after you have finished with them.	2.a. The student will be able to follow directions given to him/her by a prepared tape with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
	when the student functions correctly 100% of the time. c. Occasionally put a reward into the tape – "Go to lunch early, you've worked hard this week." d. Tape a treasure hunt or have students tape treasure hunts for each other.		
3. Given tapes and filmstrips to teach subjects like history or jobreadiness, the teacher will help the students to understand and remember what is said.	3.a. Use any applicable tape or filmstrip from commercial companies such as Eye-Gate House, Educational Developmental Laboratories, Scholastic, etc. b. Preview material, making a list of words or concepts that you are not sure will be clear yo your students. c. Show or listen to the material with the class. d. Discuss words and concepts e. Show or listen to material	3.a. Answer questions orally about the material. b. Simulate the situation presented by the material rotating the roles. c. Have students rate the simulation according to how closely they followed what they were told on the tape or filmstrip.	3.a. The student will be able to discuss or demonstrate what was presented with 90% accuracy a day or two after the presentation of the material.
Teacher's Notes:			

Behavioral Objectives	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
	again interrupting to ask questions and to ask the students to clarify. f. Ask one student to give one sentence each as you go around the room that will tell what happened sequentially. The teacher should start by listing the first thing that happened or was discussed.		
4. Given a series of directions orally, the student will be able to follow them without having them repeated.	4.a. Give the student two simple directions at the same time. b. Increase the number of directions given at one time. c. Increase the difficulty of the directons.	4.a. List directions so they are meaningful. b. Have the students who are working list their duties for the class sequentially. c. Simulate a work situation having the employed students act as employers and tell the unemployed students what they are to do. d. Rate students on their ability to remember instructions given to them.	4.a. The student will follow a series of directions tomorrow that are given to him/her today with 90% accuracy.
Teacher's Notes:			

GOALS

III. Each student will be able to use his/her ability to read to make life and job easier and more like his/her peers.

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Student	Evaluation
1. Given a newspaper, the student will know how to use it, and how to read a want ad.	1. See Unit I: Skills to be developed. 13. Applying for a Job.		
2. Given any of the most often seen signs, the student will be able to recognize and explain it.	2.a. Display signs b. Copy signs onto cards. c. Copy and display explanation cards for each sign. d. Develop games matching sign and explanations.	2.a. Simulate a situation in which each sign is applicable. Exchange roles. b. Compose an explanation of each sign with the teacher. c. Make a video tape showing each sign and giving an explanation of each.	2.a. When signs are flashed by the teacher, they are recognized and explained by each student with 90% accuracy.
3. Given the page or booklet the student will be able to comprehend and use it correctly.	3.a. Give assignments to the students which will necessitate their using the TV page. b. Use the daily newspaper to have students locate programs and times.	3.a. Match the list of programs and times by using the TV page in the newspaper. b. After the class has divided into groups, decide which program to watch the following week and review what each program at that particular time was about.	3.a. When asked to find out what time a certain program is on or what programs are on at a certain time the student will be able to use a TV page with 100% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
4. Given a situation which requires a student to write or read a short note, the student will be able to make her/himself understood.	4.a. Have students write their own notes to parents such as invitations to school, information about a trip to be taken, etc. b. Leave notes on the classroom door or chalkboard.	4.a. Write a note home to your parents – look up the misspelled words and correct them. b. Make a list of misspelled words and write new sentences for each. c. Write a note to the teacher to explain either an absence or lateness.	4. The students will be able to write a note to the teacher that can be read and understood with 90% accuracy.
5. Given an application for employment, the student will be able to fill in the application with little or no assistance.	5. See Unit I: Skills to be Developed, 14. Filling out an Application Blank.		
6. Given a pay check, the student will be able to read the words and phrases and understand the deductions that are listed.	6. See Math – goal II.		
Teacher's Notes:			

MATHEMATICS

As the educable mentally retarded student prepares for the world of work, his/her use of the many arithmetic skills becomes more important. It is imperative to master addition and subtraction in order to perform consumer functions (i.e. purchase clothing, groceries, etc, within a budget). As with reading, in this basic skill area the special high school student will reach a plateau. Continuing to do remedial work in this area rather than emphasizing this skill as a tool will only frustrate and not educate the student. Remedial work in multiplication and division should be treated similarly. An attempt should be made to teach the student how to do percentages as well.

Probably the most important function of arithmetic skills is to enable the student to handle money. . .to check his/her paycheck, to make change, to avail him/herself of banking services, and to budget money. The easiest and usually the quickest way to learn about money is to handle it. The manufacturing of a product to be sold in the school and/or neighborhood, a take-out sandwich shop, a sit-down luncheonette, or a work-study program are several ways in which the students can practice the handling of money, paying bills, and using a bank.

If the student cannot be taught to add or subtract, multiply or divide, there are several small calculators on the market and small mechanical counters that might be of use. They are light and portable and the students derive a great deal of satisfaction from being able to figure out what they have spent and what change they should receive. These machines may be purchased by the school or the students themselves. The acquistion of mathematical skills seems to enhance their self-image more than any other skill that we can offer.

GOALS

I. The student will be able to use the four basic arithmetic skills: addition, subtraction, multiplication, and division.

II. The student will be able to go to a food store, restaurant, etc., and decide what he is able to buy with the amount of money in his/her possession.

III. The student wil be able to budget money and pay bills.

IV. The student will be able to compute total salary earned.

V. The student will be able to open a savings account.

MATH

I. The student will be able to use the four basic arithmetic skills: addition, subtraction, multiplication, and division.

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
1. The student will be able to use the 4 basic arithmetic skills: addition, subtraction, multiplication, and division.	1.a. Make up or use a commercial math placement test. b. Make up or use commercial math games. c. Determine which student can do each operation and set up a buddy system. d. Use the newspaper food ads and clothing or sports equipment ads for math problems.	1.a. Work in math workbook after instruction by teacher. b. Work with another student in the class who can do the specific skill you are working on and change places as the situation presents itself.	1. Students will be able to compute basic addition, subtraction, multiplication and division problems with 90% accuracy.
2. The student will be able to go to a food store, restaurant, etc., and decide what he is able to buy with the money he has.	2.a. Determine by testing a student with real money, that the student understands the value of each denomination. b. Use the newspaper; give the student a specific amount of money and ask him what he would buy. c. Take a trip to a food store or a restaurant. d. Use sample menus from a restaurant in the area and	2.a. Use a mechanical pocket computer. b. Simulate a purchasing situation and buy items with real money. c. Simulate a restaurant and purchase items with real money. d. Plan a bake sale and use the money to make an afternoon tea for parents and/or administration and other teachers.	2. The students will be able to go to a food store or restaurant and buy within their financial limits with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
	simulate a situation in which buying is involved. e. Teach the use of small pocket calculators.		
3. The student will be able to budget his money and pay his bills.	3.a. Teach the use of a mechanical calculator. b. Teach budgeting: what necessities are and what luxuries are. c. Simulate a budget situation: give a specific amount of money and have him/her determine how to budget so that his/her bills are paid and he/she has money left for him/herself. d. Teach car, hospital, and life insurance and why they are necessary. e. Resource people to discuss insurance. f. Discuss advantages and disadvantages of charge accounts.	3.a. Work up a budget with each working student. Have the student budget money and keep an actual record of where money goes. Discuss the record at the end of each month and help the student adjust it so that it is workable and realistic. b. Bring in a list of monthly bills from home. Plan a budget as if he/she was the main source of income in the family. c. Investigate the kinds of insurance he/she should have and find out the cost of the insurance.	3.a. Each working student will be able to budget his/her money so that all his/her bills are met each month with 85% accuracy. b. Each non-working student will be able to set up a realistic budget when given a set dollar income – with 85% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
4. The student will be able to compute his total salary.	4.a. Time clock b. Time card c. Pocket calculator d. Teach Social Security, Union dues, and income taxes. e. Resource people from Social Security Administration.	4.a. When told and hourly rate the student will compute total salary. b. The working student will check his/her paycheck stub each week and see if the total salary listed on it is correct.	4.a. The student will be able to compute total salary when given all necessary information with 90% accuracy.
5. The student will be able to open a saving account.	5.a. Get cards from savings account from a nearby bank. b. Explain rules governing different kinds of savings accounts. c. Show students how money earns money in a savings account and why. d. Trip to a bank.	5.a. Fill in savings account cards. b. Go to a bank and open a savings account. c. Fill in savings deposit and withdrawal slips.	5.a. The student will be able to open a savings account and deposit and withdraw from it with 90% accuracy.
Teacher's Notes:			

ENGLISH

Many special education students have great difficulty when asked to write. Most of them have spent a major portion of their education and experience having only to fill in the blanks. They enter high school with an ability to verbalize that generally far outshined their ability to compose. Probably the most important thing that they will have to write is the paragraph or resume that may be required on a job application. In order to do so with some degree of proficiency, the student must know how to write a complete sentence. To avoid repetitiously using the word "and", and to have some spelling ability or skill in using the dictionary is imperative if the letter is to be readable and comprehensive. These requirements may be fulfilled employing various techniques.

Handwriting practice is usually necessary for the student. It seems that many students have learned to write sloppily making it impossible to discern if the work is misspelled or simply illegible. This can be corrected by having the students copy paragraphs from the board rather than writing their own.

Poetry can be used to teach the parts of speech and sentence construction, by using a noun as the first line of the poem, two adjectives for the second line, three verbs for the third line, a complete sentence for the fourth line, and repeating the noun for the fifth line. For instance:

Sun
Hot, bright
Shines, blinds, warms
The Sun helps the grass grow.
Sun

The students usually define this as an enjoyable activity, especially if they are permitted to select the noun. English, as with the other basic skills, must be taught to enable the student to gain independence. Our goals must be concrete with little abstraction and much utility. There seems to be very little prepared material available specifically for the use by teachers of High School-level Educable Mentally Retarded students. It is possible, however, to use various high school texts as a guide and build a curriculum from there.

GOALS

I. Given a paragraph to write, the student will be able to spell correctly, write legibly, and make him/herself understood on the paper as well as he/she would make him/herself understood verbally.

II. Given a resume to write, the student will be able to include the necessary information and put it in readable form.

ENGLISH

I. Given a paragraph to write, the student will be able to spell correctly, write legibly, and make him/herself understood on paper as well as he/she would make him/herself understood verbally.

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
I.A. Given a paragraph to write, the student will be able to spell correctly.	I.A.a. After a trip, film, or role playing situation in the classroom, write a synopsis of what happened with the students. Post the paragraph for them to duplicate it. b. Extract words that they spell incorrectly and make crossword puzzles and word search puzzles.	I.A.a. Solve crossword and word search puzzles. b. Write a paragraph using the words that they are learning to spell. c. Alphabetize and look up definitions of the words. d. Scramble the letters of the words and exchange scrambled words to see who can unscramble the words the fastest.	I.A.a. The students will be able to write down the words that the teacher says orally and use each in a sentence with 85% accuracy.
I.B. Given a paragraph to write, the teacher will be able to read the paragraph easily.	I.B.a. Give a sheet of the letters of the alphabet to each student. b. Use india ink and have the students do block lettering and script.	I.B.a. Write invitations to parents for a meeting or a tea held in the classroom. b. Do a bulletin board on block lettering and script. c. Write thank-you notes for the trips that they take. d. Write shopping and supply lists.	I.B. The student will be able to write a paragraph, exchange paragraphs and be able to read each others' work with 80% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
I.C. Given a paragraph to write, the student will be able to make him/herself understood by the teacher or another student.	I.C. List topics for students to write a paragraph about.	I.C. Have students write a paragraph explaining how to do something like cutting plastic or making rubber stamps or explaining the job they have.	I.C. Give the student a project to explain; have another student or the teacher read the paper and follow the directions as written. If this is done correctly from the paper, the writer has succeeded.
II. Given a resume to write, the student will be able to include the necessary information and put it in a readable form.	II.a. List information that should be included and post the list. b. Teach the correct form of a business letter and how to address and stamp an envelope.	II.a. Write a resume and send it in the mail to apply for a job in the school. b. Write resumes and send them to department chairmen/women to apply for jobs available in their departments during the day.	II. The student will be able to compose a resume without help that includes all necessary information with 90% accuracy.
Teacher's Notes:			

PREPARATION FOR WORK

Probably the most critical area in the education of an educable mentally retarded student is his/her preparation for work. It is here that the high school teacher must expend most of his/her time and effort. The degree of economic independence that an adult educable mentally retarded student attains is more or less dictated by the amount of training received in getting and keeping a job. With Employment Orientation programs a teacher can simulate a working environment in the classroom. With the assistance of other teachers in the school, it is possible to teach the student appropriate behavior during an interview and how to respond to ads for specific jobs. Once the student begins working, the teacher can aid him/her in adjusting to a job by discussing it with him/her and helping her/him understand the kind of relationship to have with an employer and other employees.

This training, although started in the elementary school, is more strongly emphasized in the high school. It should begin in the ninth grade; the student should begin to work in a simulated environment and/or somewhere in the school. S/He can learn to write a resume, take an interview, and fill out a job application. In the tenth grade this procedure is continued but for a longer time during the school day. In the eleventh grade the student may be placed in another school or in a job outside of the school for half a day. In the twelfth grade most of the student's day should be concerned with a job and related activities.

Work attitudes are as important, if not more so, than the actual skills that one is attempting anxiously to teach. The educable mentally retarded student may change jobs often but if s/he knows how to behave in a job situation, understands the meaning of tact, promptness, stick-to-it-iveness . . .dependability, responsibility . . .he/she is likely to keep this job despite the fact that he/she is not as fast or as capable as his/her competition. This kind of training must be an ongoing process throughout the student's education at the high school.

The number of ways skill and attitude training can be accomplished is limited only by the teacher's imagination. The vehicle is not as important as the results the teacher is trying to attain. Several vehicles will be listed . . .the ingredients of which can be changed, modified, or discarded. It is the end result which is important and these are just several means of attaining these ends.

SAMPLE UNITS OF STUDY

1. Conveyor belt – assembly line worker
2. Worker for a small corporation
3. Short order cook
4. Restaurant worker

UNIT I

ASSEMBLY LINE WORKER

Attitudes to be developed:

1. Promptness
2. Responsibility
3. Politeness
4. Ability to get along with fellow workers
5. Dependability
6. Minding your own business
7. Taking instruction and correction
8. Attention to task
9. Neatness

Skills to be developed:

1. Receiving
2. Packing
3. Stapling
4. Bagging
5. Working on a moving line
6. Stamping
7. Pasting
8. Making boxes
9. Stacking
10. Following directions
11. Using a time clock
12. Figuring out wages
13. Applying for a job
14. Filling out an application blank
15. Taking an interview
16. Using the telephone
17. Using public transportation

UNIT I

ASSEMBLY LINE WORKER
ATTITUDES TO BE DEVELOPED

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
1. PROMPTNESS:			
I. Given a schedule similar to all other high school students, the educable mentally retarded student will be able to get to class on time.	I.a. Walk through the school with the students. b. Make a map of the school c. Get a ditto machine on which to run off a floor plan of the school.	I.a. Have a treasure hunt for the student around the school to encourage familiarity with the building. b. Fill in the map to follow his own schedule. c. Write up posters and post them in the lounges for the advertisement of a duplicating service for the teachers. Pick up and deliver materials to be dittoed.	I.a. Students will come back in a specified amount of time with 80% of the "treasures". b. The map will be clear and understandable enough that the student can exchange maps and follow them with 90% accuracy. c. The students will be able to do this service so that the teachers are satisfied 90% of the time.
II. Given a written assignment the student will hand it in when it is due.	II. Subtracting points from assignments if they are not turned in on time.	II.a. Making reports. b. Doing homework. c. Finishing assignments in class.	II. At the end of the semester the student will have handed in all of his/her papers on time with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
III. Given a time clock, the student will know how and when it should be used.	III.a Install a time clock. b. Get cards and a rack for the clock. c. Make cards that resemble time clock cards and make a rack.	III.a. Punch in and out on the time clock. b. Using the time card, figure their wages. c. Comparing their wages with the wages they could have gotten if they had been on time each day. d. Taking a trip to see an industry where the employees are required to punch in and out on a time clock. e. Going to see the employees in the school use the time clock when they report to work.	III. Given a time card the student will be able to: a. Sign in b. Sign out c. Figure total time d. Figure total wages with 90% accuracy.
IV. Given a simulated work environment the student will be able to get ready to begin to work at the exact time that he/she is required to do so.	IV.a. Work out systematic procedures to begin work for the students: punch in, get out your equipment, take your place on the line.	IV.a. Work on procedures with the teacher. b. Work on doing various parts of the procedure alone. c. Begin work without outside help.	IV. The students will get out their work and begin at the proper time with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
2. RESPONSIBILITY:			
I. Given a list of rules and consequences for not following these rules, the student will be able to live according to this list while he/she is in school.	I.a. Make up a list of rules and consequences. b. Print and display the rules. c. Review periodically and change or amend the rules as necessary.	I.a. Help the teacher decide the rules and consequences. b. Discuss the students who do not follow the rules. c. Assign the consequences to be used and enforce them. d. Assist the younger students to learn to live within the rules.	I. The students will follow the specific rules and accept and fulfill the consequences for not following the rules with 90% accuracy.
II. Given a group of students working on a conveyor belt, the students will be able to do their own jobs so that the entire line can function.	II.a. Get a conveyor belt or make one with a box that is to be passed from student to student. b. Set up the line and work each student in each position on the line. c. Put too many students in one spot or another. d. Help students realistically assess what positions they fill most adequately.	II.a. Students will set up their own projects. b. Students will get out their own materials. c. Students will be aware of how fast the other students are working and adjust their output accordingly. d. Students will assist other students. e. Students will ask for assistance from students in other areas when they get behind.	II. At the conclusion of the work period: a. Assess each student on his job, or b. Have each student assess him/herself, or c. Have students assess each other to see if the line has functioned efficiently 90% of the time.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
3. POLITENESS: I. Given a classroom situation the student will be able to use polite expressions such as "thank you", "please", "yes sir", etc.	I.a. Give different identities to the students and directions on how to play their parts. b. Video tape the students during a regular class session.	I.a. Students assume roles as visitors, bosses, other teachers, administrators, etc. b. Students rotate roles keeping the same basic situation. c. Students review a tape of their class and rate each other on the proper use of polite terms.	I. Students will use polite expressions whenever necessary 90% of the time.
II. Given a classroom situation, the student will be able to use polite actions such as giving a visitor a chair, picking up things that are dropped accidentally, etc.	II.a. Give different identities to students and direction on how to play their parts. b. Video tape students during a regular class session.	II.a. Students assume roles as visitors, bosses, other teachers administrators, etc. b. Students rotate roles keeping same basic situation. c. Students review a tape of their class and rate each other on proper use of polite terms.	II. The students will use polite actions whenever necessary 90% of the time.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
4. ABILITY TO GET ALONG WITH FELLOW WORKERS: I. Given a job to do, a group of students can plan and execute the solution together.	I.a. Make a jigsaw puzzle for history or math. b. Have a group plan and execute a bulletin board display. c. Have an open house afternoon and/or evening for parents, friends or administratros.	I.a. Students can illustrate a chapter in a history book, paste it on cardboard, draw cutting lines, and cut the picture. b. Students decide which part of the project they will tackle and assist each other. c. Plan a bulletin board illustrating what is to be included in a resume. d. Students accept responsibility for each part of the project: 1. background 2. lettering 3. writing sample resume 4. copy resume on a large sheet of paper to be posted on the board. 5. layout of the board e. Students might invite their	I. The students can plan a given project and work together successfully to complete it with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
II. See the section on Responsibility. Section 2 is also applicable in the Ability to Get Along With Fellow Workers.		parents to visit the classroom, i.e., Back to School Night. They must plan the activity together: 1. what to serve 2. a program to inform parents about the curriculum 3. which students will greet and seat the parents 4. planning and shopping for snacks 5. setting the table 6. preparing the snacks 7. serving 8. clearing and cleaning up 9. thank you notes; what they will say and who will write and mail them	
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
5. DEPENDABILITY: I. Given a request by the teacher, the student will fulfill this request completely at all appropriate times.	I.a. Assign jobs to be done by each student for an entire month. b. Assign student to set up equipment or materials for a specific lesson. c. Assign duties to be performed each month. d. See Promptness, Section II	I.a. Lock cabinets b. Wash boards when necessary. c. Care for plants and animals. d. Keep a list of supplies that have to be re-ordered. e. Get out hardware for the lesson when necessary. f. Distribute and collect paper and books. g. Make up and post the duty roster. h. Make monthly changes in the duty roster.	I.a. The students will perform their jobs in the classroom at the proper time without being told by the teacher with 90% accuracy. b. Students will be evaluated by themselves, their peers, and their teachers as to how well they have done their jobs: 1. Select a "foreman" 2. Compare the three rating sheets 3. Discuss ways to improve
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
6. MINDING YOUR OWN BUSINESS: I. Using a behavior modification program the teacher will be able to teach the students the following behaviors one at a time. 1. no interrupting 2. no tale telling 3. sitting in your own seat and doing your own work	I.a. Decide on the behavior to be modified. b. Make a contract with the students. c. Make a list of reinforcements with the students. d. Make a reinforcement schedule for the students.	I.a. The student will understand specifically the behavior that he/she is not to exhibit and the consequences for exhibiting this behavior. b. The student will help to make up a list of reinforcements. c. The student will know if he has broken the contract or fulfilled the contract and will act accordingly, i.e., accept either the consequence or the reward for his/her behavior.	I. At the end of the semester the student will have decreased the overall number of times he has exhibited the unwanted behavior by 80%.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
7. TAKING CORRECTION AND INSTRUCTION			
I. Given a situation where the student will learn a tool, job, etc., that is completely new to him/her, he/she will be able to attend to the task and attempt to grasp a working understanding of the task.	I.a. Role playing b. Modeling the behavior c. Demonstration d. Video-tape and/or other audio-visual material.	I.a. Work with programmed material such as a controlled reader, a film loop for the tool technology program, or an instruction booklet for an engine board. b. Use a listening post. c. Two students work together on programmed material with teacher supervision.	I. The student will be able to demonstrate this new ability or knowledge by using the tool as it is intended to be used with 80% accuracy, or doing the job as intended with 80% accuracy.
II. Given a student who has made several similar mistakes on a project, the teacher will be able to correct the student without the student showing signs of belligerance or disrespect.	II.a. Role playing b. Student rating sheets	II.a. A situation will be decided on by the students and the teacher. Roles will be assigned by the teacher. Students will rotate roles. b. Students will rate each other during work sessions on this skill. c. The student "foreman" will rate the students that he/she must instruct or correct. d. Have a class meeting each week and evaluate this and all of the other skills to be taught.	II. The student will accept instruction and/or correction without belligerance or disrespect 90% of the time.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
8. ATTENTION TO TASK: I. See Attitudes to be Developed, Number 7; Taking Correction and Instruction, I.a.			I. Given a specific task the student will complete the task within the specific time with 90% accuracy.
II. Given a project on which to work, the student will be able to attend to the specific task until the project is completed.	II.a. Behavior modification program b. Assign a time limit to the specific project. c. Display finished projects of the same difficulty in the order in which they are completed.	II.a. Make a display board of products that the class will sell. b. Make individual products for sale. c. Have the students plan their part in a program and present this to the class, parents, etc.	
III. Given a specific task to complete the student will be able to attend to his/her specific task while the other students are attending to various other projects.	III.a. See #2 Responsibility, Section II.a. b. See #4 Ability to Get Along, Section I.b. c. Set up a group project with each student responsible for one aspect.		
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
9. NEATNESS: I. Given a school room or similar work room the student will not leave until everything is put in its place, up off the floor, and returned to the condition in which it was found.	I.a. Present a straightened orderly room to the students each day. b. Have rules for neatness that were decided on by teacher, and student, prominently displayed. c. Cardboard, poster board, paints. d. Teacher maintenance skills such as: 1. Sweeping 2. Mopping 3. Dusting 4. Trash collecting e. Visit to school custodian f. Working with the school custodian.	I.a. Replace all equipment to the satisfaction of the teacher or "foreman". b. Make posters or print signs to post. c. Sweep floor and dispose of the debris. d. Wash mop and care for cleaning equipment properly.	I. Given a schoolroom or simulated work room the students will be able to return it to the condition in which it was found 90% of the time.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
1. RECEIVING I.a. Given a receiving slip the student will be able to read and understand the various parts and fill it in (1,2,3,4,6) b. Given bulk material – boxes, bags, and headers – the students will be able to check the packages against the sheet to ascertain whether or not the correct amount of material was delivered.	I.a. Receiving slips b. Bulletin board c. Overhead projector d. Trip to receiving room of school or industry.	I.a. Go over the parts of the slip with the teacher and fill it in. b. The students will make a large copy of the slip and build a bulletin board around it. c. The students will put together an order and have each other receive it. d. Students will work with people in the receiving room of the school.	I.a. Students will be able to receive an order with 90% accuracy.
2. PACKING I.a. Given bulk material the students will be able to count the number of packages that will go into the shelf cartons and the number of shelf cartons that will go into each outer carton.	I.a. Demonstration b. Instruction c. Overhead projector d. Trip to industry in the area using this skill. e. Make a fixture to premeasure the length of the tape. f. Supervision	I.a. Group bags in the correct number for each shelf carton. b. Group shelf cartons in the correct number for each outer carton. c. Wait until they are spot checked by the teacher or the "foreman". d. Pack inner and outer cartons to follow a display carton. e. Put tape on outer carton so	I.a. Students will be able to pack inner and outer cartons with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
		that none is wasted. f. Stamp inner and outer cartons correctly.	
3. STAPLING			
I.a. Given material to be stapled the student will be able to staple the material so that the headers are on straight, flat, and securely with no part of a plastic bag extending into the hole used by for hanging the bag.	I.a. Get staplers and show how they are loaded and used: 1. hand 2. electric 3. pedal operated b. Get sample material for the students to work on.	I.a. Get out the proper material b. Fold the headers correctly. c. Fold the bag correctly. d. Put the header on the bag correctly. e. Practice removing incorrectly stapled headers so as not to tear the header. f. Put headers on quickly.	I.a. Students will put on headers with 90% accuracy.
4. BAGGING			
I.a. Given a plastic bag and material to insert into the bag, the student will be able to complete this task so that it looks exactly like the sample.	I.a. Sample completed bag b. Plastic bag c. Material to be inserted d. Make a fixture to make counting pieces easier.	I.a. Count out the material to be placed in the bag. b. Place material in the bag in the correct position. c. Practice packing the bag until it can be done quickly.	I.a. Student will be able to pack a plastic bag quickly and accurately with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
5. WORKING ON A MOVING LINE			
I.a. See Unit I, Attitudes to be Developed, 2. Responsibility, Section II. See Unit I, Attitudes to be Developed, #7. Taking Instruction and Correction, Section II. III. See Unit I, Attitudes to be Developed, #8. Attention to Task, Section II and III.			
6. STAMPING			
I.a. Given a rubber stamp, stamp pad and paper or carton the student will be able to: a. Hold the stamp properly b. Ink the pad c. Stamp the material clearly	I.a. Teach the use of: 1. a rubber stamp 2. a stamp pad 3. stamp pad ink b. Make a poster of each stamp to be used denoting how, when, and where the stamp will be needed.	I.a. Stamp various samples with each stamp. b. Re-ink the stamp pad without getting ink all over. c. Make a model of packages that are stamped correctly. d. Make a rack to hold and display the stamps.	I.a. The student will be able to maintain and use a rubber stamp so that it stamps correctly and does not get ink where ink does not belong with 90% accuracy.
II. Given type, furniture, matrix board, job stick, rubber, and a rubber stamp oven, the student	II.a. Demonstration b. Use other faculty members such as the print shop teacher.	II.a. Use a mirror to read the type in the job stick. b. Set a line type and make a	II. The student will be able to set type and make a readable and correct rubber stamp
Teacher's Notes:			

Behavior Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
will be able to make a stamp.	c. Give each student a job stick and allow them to set their own names. d. Get a rubber stamp oven. e. Visit a newspaper, print shop etc. f. Use a member of the community who works setting type.	stamp out of it. c. Take pictures that were taken on a trip to industry and make a bulletin board. d. Interview the resource person from the community. Tape the interview. Show it to the print shop classes. e. Work in the print shop with the advanced class on a buddy system.	II. The student will be able to set type and make a readable and correct
7. PASTING			
I. Given signs, tags, price stickers, etc., the student will be able to paste neatly according to direction.	I.a. Put a sample on each table. b. Make a line or cut a strip the exact length of the tape to be cut so that none is wasted. c. Set up a table for pasting and cover it with a piece of cardboard that can be replaced each day.	I.a. Put price stickers on the headers next to the printed price. b. Cut tape to close a shelf carton according to the pattern. c. Paste on tape and signs for the outside of the inner cartons or outer cartons so that they are visible when the carton is on the shelf and without getting paste all over the sign or carton	I. The student will be able to handle stickers and paste neatly and correctly 90% of the time.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
8. MAKING BOXES			
I. Given a flat box or lid the student will be able to stamp the box or paste the label on the box or lid.	I. See Unit I, Skills to be Developed, #7. Stamping, Section I.	I. See Unit I, Skills to be Develop Developed, #7. Stamping, Section I.	I. See Unit I, Skills to be Developed, #7. Stamping, Section I.
9. STACKING			
I. Given a pallet the student will be able to stack the pallet with cartons so that it can be lifted by hydraulic lift.	I.a. Have a resource person explain the procedure. b. Take the students to the supply and receiving rooms of the school. c. Allow the students to load and unload the pallet.	I.a. Watch a pallet being loaded and unloaded. b. Practice loading and unloading the pallet. c. Practice placement of the empty pallet so that it can be lifted hydraulically.	I. The student will be able to place the pallet correctly and load and unload the pallet with 90% accuracy.
II. Given a group of loaded pallets the student will be able to count the number of pallets by looking at them without moving the pallets.	II.a. Have a resource person explain the procedure. b. Take a trip to an industry that has a warehouse and count cartons on pallets.	II.a. Stack a pallet with three boxes across the length, three boxes across the width, and five boxes high. b. Decide the number of cartons on the pallet and check to see if they are correct. c. Count the number of boxes stored in the supply room by counting the number of pallets.	II. The student will be able to count the number of boxes ready for delivery by determining the number of pallets with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
10. FOLLOWING DIRECTIONS I. Given a single simple direction the student will be able to follow the direction through to its completion.	I.a. Use a tape recorder to state a single simple direction. Have the student turn off the recorder, do as he/she was told and then start the recorder again by repeating the procedure. b. Give an oral direction. c. Give a written direction.	I.a. Listen to the tape recorder and do as it instructs. b. Follow oral and written direction.	
II. Given a series of directions the student will be able to follow them as directed.	II.a. Use a tape recorder to state a single simple direction. Have student turn off the recorder, do as he/she was told, and then start the recorder again repeating the same procedure. b. Teach students to make a list for themselves that they can use to remember what and when they are to do various jobs. c. Send the students to help various department chairman	II.a. Make a list of the tasks they are asked to do so that they can remember from day to day. b. Make a project by following the written directions included in it.	II. The student will be able to follow a series of directions with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
III. See Unit I, Attitudes to be Developed, #5. Dependability, Section I. 11. USING A TIME CLOCK I. See Unit I, Attitudes to be Developed, #1. Promptness, Section III. 12. FIGURING OUT WAGES I. Given the hours that a student has worked and the rate of pay, the student will be able to compute his/her weekly wage.	in the school who will give them a list of duties they are to do each day. d. Get projects or models for students to put together. I.a. Have a chart available for each student to mark the hours he/she has worked. b. Have a social security deductions table available for students to use. c. Use a time card to determine hours worked. d. Have small calculators available that are reasonably	I.a. Teach students how to add, multiply, divide, and subtract by using the calculator. (See Basic Skills, Math) b. Use the time card to determine number of hours worked and then total amount of wages to be paid. c. Use the information given by the teacher about the amount	I. The student will know how to figure out total wages to be paid to him with 90% accuracy.
Teacher's Notes:			

Behavioral Objectives	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
	priced for students to use (available in most stores).	deducted from total wages and figure out net wages paid. d. Figure out other student's wages and cross check on each other.	
II. Given a pay check stub the student will be able to check to see if he/she has been paid correctly.	II.a. Have a chart available for each student to mark the hours he/she has worked. b. Have a Social Security Deductions table available for the student to use. c. Have a time card to determine hours worked. d. Have small calculators available that are reasonably priced for the students to use (sold in most stores for use by consumers).		
13. APPLYING FOR A JOB			
I. Given a newspaper the student will be able to locate the help-wanted ads, read them, and be	I.a. Have a newspaper delivered to the class. Most newspapers have guides to be used by the	I.a. Find jobs that sound interesting. b. Read the advertisement. c. Make a list of the qualities and	I. The student through the use of the help-wanted ads, will be able to list two jobs that
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
able to realistically judge their applicability.	the teacher to teach the use of the newspaper. b. Teach how to use the table of contents. c. Teach the meaning of abbreviations used in want ads such as wk., expd., gd., hr., and pref. d. List the jobs of the students' choice. e. Help students to assess themselves in terms of their ability to perform the jobs.	abilities needed for the job by using research material and/or resource people. d. Make a notebook of jobs that seem interesting. e. List the things they would have to learn in order to take each job. f. List the advantages and disadvantages they can find for each of their chosen jobs.	they could realistically apply for with 90% accuracy.
II. Given a list of jobs from the department chairperson in a high school the student will know how to go about applying for the advertised job.	II.a. Get a list from each department chairperson of jobs the students could do for one or two periods a day. b. Post the list with the job description.	II.a. Decide which of the jobs on the list they would like to have. b. Make an appointment to see the Department Chairperson. c. Get an application blank from the department chairperson.	II. The student will know how to go about applying for a job with 90% accuracy.
III. Given a job that asks the applicant for a resume, the student will be able to write this resume so that it can be read,	III.a. Make a bulletin board displaying the necessary parts and qualities for an acceptable resume such as business letter	III.a. Make an outline of what to put in the resume. b. Write the resume.	III. The student will write a resume to the teacher's satisfaction with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
it is informative and acceptable to the teacher.	form, name of the applicant, address and phone number, experience, good qualities, and reason the applicant is writing the resume.		
14. FILLING OUT AN APPLICATION BLANK			
I. Given the application blank the student will be able to read it, write the answers to the questions and sign it properly.	I.a. Get application blanks from the school and stores in the area. b. Make a large poster duplicating each application blank. c. Make a list, and post it, of all the words and phrases. d. Give each student several copies of each blank.	I.a. Copy the list of words and phrases and be able to explain each one. b. Learn to spell each phrase. c. Fill in each application blank with the help of the teacher and then alone. d. Keep a list of people and the necessary information about these people, to be used as references to be put on the application form. e. Keep the name, address and phone number of the person to be notified in case of emergency with their references in their wallet or pocketbook.	I. The student will be able to read and fill in each application blank with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
15. TAKING AN INTERVIEW I. Given an appointment for an interview with a Department Chairperson or in a simulated situation in the classroom, the student will be able to carry him/herself properly, answer questions, and follow the rules set out by the teacher for taking interviews.	I.a. Use the Teletrainer provided by the telephone company and its guide. b. List for display the rules to follow to have a successful interview. c. Video-tape the interview for review by the students at a later time. d. Make up check lists for the students to use so that they can rate each other on things like waiting to sit down until you are told to, sitting properly, etc.	I.a. Practice in small groups. b. Role playing with one student as the interviewer and the other as the interviewee. c. Write a list of the "things" to tell the interviewer. d. Practice rating each other so that what is rated and the extent to which it must be present, is fairly close from student to student.	I. The student will be able to follow previously made rules for taking an interview with 90% accuracy.
16. USING THE TELEPHONE I. Given a want ad asking the applicant to call for an appointment, the student will be able to give and secure the necessary information.	I.a. Secure a Teletrainer from the phone company and use material from their guide. b. Use the newspaper and simulate the situation in class. c. Video-Tape the interview and review it with the students.	I.a. Simulate an office that is accepting phone calls from job applicants and rotate roles. b. Plan a broadcast to instruct other students how to call for an appointment for a job	I. The student will know what information to give and what information he needs to get with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
		interview; tape it and show it to another group.	
II. Given an emergency situation the student will know how to make the necessary call and what information to give.	II.a. Secure a Teletrainer from the phone company and use material from their guide. b. Use the newspaper ad and simulate the situation in class. c. Video-tape the interview and review it with the students.	II.a. Simulate emergency situations and tape them to show the proper way they are to be handled.	II. The student will know how to handle emergency situations decribed by the teacher with 90% accuracy.
III. Given a situation where the student has to inform his/her employer that he/she will be late or is ill, the student will know when to call and what to say.	III.a. Secure a Teletrainer from the phone company and use material from their guide. b. Use a newspaper ad and simulate the situation in class. c. Video-tape the interview and review it with the students.	III.a. Simulate a job situation where the employee is ill. Different students may call in and inform their employer that they will not be in. Work in teams and have students judge which team does the best job. b. Same as above changing the situation to the employee who will have to arrive late.	III. The student will know what to say to his/her employer if he/she is ill or is going to be late with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
17. USING PUBLIC TRANSPORTATION			
II. Given a map of the township the student will be able to locate places for shopping and recreation and decide how they can be reached by using public transportation.	I.a. Teach map reading skills through a map of something familiar like the school building. (1) The legend (2) The directions: North, South, East, West (3) The starting point b. Get maps of the township and have students mark their streets, homes, shopping centers, food stores, etc., c. Contact public transportation lines and get the routes. Have students mark them on the map.	I.a. Make a map of the classroom and mark their seats. b. Fill in a map of the township and mark the route they take to go to school, work, shop, and recreation facilities. c. List the public transportation lines and mark the routes. d. List and mark various ways to get from place to place in the community.	I. The student will be able to explain and show on a map how how to get around through the community with 90% accuracy.
II. Given a place to go in the community or neighboring area, the student will be able to use public transportation to reach his/her destination.	II. Plan a trip and take the students by public transportation.	II.a. Get on a bus or train and know how to pay for the ride, when, and where to get the ride, and how to return home. b. Plan a trip to the bowling alley or other recreational facility.	
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
		Decide how to get there and what is needed to make the trip. c. Plan and take a trip to a shopping center. d. Simulate a situation in which you need to call a cab to get where you are going.	
Teacher's Notes:			

WORKER FOR A SMALL CORPORATION

Attitudes to be developed

1. See Unit I
2. Talking to the public

Skills to be developed

See Unit I, 12–17

1. Writing down orders
2. Following written instructions
3. Labeling and marking
4. Assisting in determing prices
5. Wrapping packages
6. Making up boxes
7. Delivering products and accepting money
8. Figuring taxes
9. Making lists of supplies that have been used up
10. Remembering lists of duties to be performed daily
11. Proper care of equipment

UNIT – II

WORKER FOR A SMALL CORP.

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
1. See Unit I, Attitudes to be Developed	1. See Unit I, Attitudes to be Developed	1. See Unit I, Attitudes to be Developed	1. See Unit I, Attitudes to be Developed.
2. TALKING TO THE PUBLIC			
I. Given a product to sell the student will be able to inform the customer about the product with patience, tact, and consideration for the consumer.	I.a. Role playing	I.a. Students will form groups which will assume the same situation. The groups will be rated on rating sheets by the observers. b. The students will volunteer to work in the student store with one of the regular students. c. The students will work in the main office, guidance office, and nurse's office greeting vistors and taking them around the school.	I. The student will be able to talk to his/her peers and his/her associates with tact, patience, and consideration 90% of the time.
Skills to be Developed, See Unit I, #11-17.			
1. WRITING DOWN ORDERS			
I. Given a situation in which the student must take an order (a	I.a. Make a simplified list so that things can be ordered by	I.a. Set up a store in the room, display articles and use either	I. The student will be able to identify what is ordered, record
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
(a store or restaurant situation in the school) the student will be able to write the order so that it can be read and understood.	number. b. Mineographing an order form so that it can be checked by the student.	numbers or an order form to record the order. b. Design an order sheet to be used to take orders so that the customers get one copy and the student keeps the other. c. Go to the print shop with their order form and work with a student in the shop to make order pads.	the order, and deliver the proper order to the proper customer with 90% accuracy.
2. FOLLOWING WRITTEN INSTRUCTIONS			
I. Given a sheet with written instructions on it from either the teacher or another student, the student will be able to understand the content of the note.	I.a. Give assignments to the students in written form. b. Leave instruction for room changes posted on the door. c. Simulate situations where students must leave notes to their parents or read notes left by them such as "I'll be late." d. Simulate situations where students must leave notes to their employers or read notes	I.a. Role playing involving writing and reading notes to parents and employers. Students may tape the simulated situations and rate the students involved.	I. The student will be able to read and write notes about emergency situations with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
	left by them, such as "My new address is" or "Please finish the work started yesterday before starting today's." e. Write a list of words most commonly used in the notes and use them as a base for spelling, composition, reading and writing experience stories.		
3. LABELING AND MARKING			
I. Given a box to label or mark, the student will be able to use paste or a rubber stamp so that the contents of the box is easily discernable.	I. See Unit I, Skills to be Developed, #6 and 7.	I. See Unit I, Skills to be Developed, #6 and 7.	I. See Unit I, Skills to be Developed, #6 and 7.
II. Given a box, the student will be able to mark the box with a magic marker so that the contents are easily discernable.	II.a. Make a ditto of the alphabet so that the proper way to write each letter may be copied. b. Make a mural about the packaged or manufactured goods that require printing. c. Print signs for the cafeteria or for display around the school.	II.a. Students will ask the department chairperson if there are any signs they would like made that require hand printing and make those signs. b. The students will display an advertisement for the product that they are selling, in which they must use printing skills.	II. The student will be able to mark boxes with a magic marker so that is can be read with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
4. ASSISTING IN DETERMING PRICES			
I. Given a product to sell, the student will shop for the ingredients, decide the amount of each ingredient used and its cost, total the cost of the individual items, and decide the cost of the product.	I.a. List the ingredients and price of each. b. Teach dry and wet measurements such as cup, teaspoon, tablespoon, etc.	I.a. Work in a group using measurements carefully and write down how much of each item is used. b. List each item and the total cost of that item. c. Calculate the cost of the portion of the item used. d. Total the costs and determine the total cost of the product with the teacher.	I. The student will be able to determine the price of the product so that the manufacturing of the item is a self-sustaining project with 100% accuracy.
5. WRAPPING PACKAGES			
I. Given a package the student will be able to use tape to close it securely so that it can be shipped.	I.a. See Unit I, Skills to be Developed, #7. Pasting, Section I. b. See Unit I, Skills to be Developed, #6. Making Boxes Section II.	I.a. See Unit I, Skills to be Developed, #7. Pasting, Section I. b. See Unit I, Skills to be Developed, #6. Making Boxes, Section II.	I.a. See Unit I, Skills to be Developed, #7. Pasting, Section I. b. See Unit I, Skills to be Developed, #6. Making Boxes, Section II.
	II.a. Get plain wrapping paper, tape, and ribbon. b. Get wrapping paper for specific occasions.	II.a. Wrap a package so that it can be mailed by following the rules from the Post Office.	II.a. The student will be able to wrap a package as a gift or for mailing with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
	c. Make a poster showing different combinations of paper and tape.	b. Work along with a resource person as he/she is wrapping a package. c. Make a notebook about the skills and abilities that a wrapper in a department store must have. Find out the basic pay, availability of jobs, and the responsibilities of a department store wrapper.	
6. MAKING UP BOXES See Unit I, Skills to be Developed, #8. Making Boxes.			
7. DELIVERING PRODUCTS AND ACCEPTING MONEY			
1. Given a product to deliver to a teacher, the student will be able to deliver the correct product to the correct individual.	1.a. Make a map of the school: See Unit I, Promptness, Section I.	1.a. See Unit I, Promptness, Section I. b. Make a code of some kind to identify the specific area and individual such as dividing the area into sections, identify the teacher by classroom, number, or lounge.	1.a. See Unit I, Promptness, Section I.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
		c. Get a yearbook and identify teachers. d. Write a spiel from the list of points used by the students to sell their products in their neighborhood. e. Situation, roleplay a situation, video tape a situation and have the participants rated by the other students.	
II. Given a product to deliver in the neighborhood the student will be able to deliver the correct product to the correct individual.	II.a. Make a map of the neighborhood. b. List points to be covered by a salesperson.	II.a. Write a spiel from the list of points used by the students to sell the product in their neighborhood. b. Practice the spiel on each other, simulate the situation, video-tape a situation and have the participants rated by the other students.	II. The students will be able to politely deliver a product to a neighbor several days after the order was taken with 90% accuracy.
III. Given a product to deliver, the student will be able to count out the correct change from any given denomination of money.	III.a. Get real money, coins and currency, and put in envelopes marked with each student's name. b. Make up sample order forms.	III.a. Deliver products to teachers and carry with the product the change that the teacher will need from a one dollar bill, a five dollar bill, or a ten dollar bill.	III. Students will give the correct change 90% of the time.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
		b. Tally up the amount of money collected, separate the taxes, and check to see that the amount is correct.	
8. FIGURING TAXES			
1. Given the price of an article, the student will be able to compute the amount of tax that is to be added to the cost and then compute the total price of the articles.	1.a. Teacher will mimeograph a table of taxes for the students	1.a. Prepare a table of tax to be collected for the cost of the purchase. b. Role play a situation which includes the computation and collection of taxes such as a store, or a home delivery of an item. c. Make up bills in duplicate to be presented to the purchaser specifying the amount of the purchase, the applicable tax, and the total amount of the bill.	1. Students will be able to compute the amount of the tax to be collected for any amount of money with 90% accuracy.
9. MAKING A LIST OF THINGS THAT HAVE BEEN USED UP			
1. Given consumable equipment, the student will be able to list equipment that is low in supply	1.a. Mimeograph lists of consumable equipment. b. Decide with students and	1.a. Select a person to be in charge of checking equipment each week and writing up the list.	1. Students will keep sufficient check on the equipment and materials so that they do not
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
		b. Select people to be in charge of consumable equipment relative to the area they are working in. c. Make up shopping lists or order sheets for reordering equipment. d. Check incoming equipment to determine that all ordered equipment or material is received.	
10. REMEMBERING LISTS OF DUTIES TO BE PERFORMED DAILY I. Given a list of duties to be performed each day the student will be able to remember the list and perform each of the designed duties.	I.a. Verbally explain all the duties to be performed by the students who are working for you. b. Make up a tape for each student stating his duties. c. Make a calendar form to be filled in by the student.	I.a. Fill in a calendar form by days and weeks so that the number and sequence of tasks can be memorized. b. Make a checklist to be filled in as each task is completed. c. Make notes on the calendar form or checklist that evaluate the quality of the job that was performed.	I. The students will remember what to do each day and perform each task without prompting from their employer with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
11. PROPER CARE OF EQUIPMENT			
1. Given equipment necessary to perform a task, the student will be able to care for the equipment so that the most possible use will be made of the equipment.	1.a. Use resource people from the community who use this equipment to explain and demonstrate the kind of care necessary for the equipment. b. Have a place set aside for proper storage of equipment. c. Have materials necessary for the care of equipment such as soap, towels, etc. d. List steps necessary for care.	1.a. Get the equipment out. b. Get out materials necessary to care for the equipment. c. Follow steps necessary for the care of the equipment. d. Put all equipment and materials back in their proper places. e. Rate each other on how well and how completely the equipment is cared for.	1. The student will know how and will be able to care for all the equipment he must use with 90% accuracy.
Teacher's Notes:			

SHORT ORDER COOK

Attitudes to be developed

See Unit I and II

Skills to be developed

See Unit I, Skills to be developed, #12-17

1. Following oral directions in a series
2. Using small restaurant equipment
3. Making sandwiches
4. Serving customers
5. Cleaning and proper care of restaurant equipment
6. Proper care of uniforms

UNIT III

SHORT ORDER COOK

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
1. See Units I and II, Attitudes to be Developed 2. See Unit I, Skills to be Developed, #12-17	1. See Units I and II, Attitudes to be Developed 2. See Unit I, Skills to be Developed, #12-17.	1. See Units I and II, Attitudes to be Developed 2. See Unit I, Skills to be Developed, #12-17.	1. See Units I and II, Attitudes to be Developed 2. See Unit I, Skills to be Developed, #12-17.
1. FOLLOWING ORAL DIRECTIONS IN A SERIES See Unit I, 10. Following Directions, Sections I and II See Unit II, 10. Remembering List of Duties to be Performed Daily, Section I.			
2. USING SMALL RESTAURANT EQUIPMENT 1. Given a stove, oven broiler, grill, knives, mixers, coffee makers, and other small restaurant equipment, the student will know how and when to use each piece.	1.a. Demonstrate use. b. Use the home economics personnel from the school.	1.a. Plan a menu for each day in the week. Use different equipment each day. Divide into groups each preparing the same food, and prepare the menu. Serve the food to one of the other groups. b. Invite the secretaries to select their sandwiches one day. Shop	1. The student will be able to use small restaurant equipment with 90% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
		for the ingredients necessary to make the sandwiches, make the sandwiches, and serve the sandwiches to them the next day.	
	c. Use a resource person from the community. Many restaurants will gladly volunteer their time and/or chefs time to come in, demonstrate, and work with the students. The New Jersey Restaurant Association will also be glad to help with names and addresses of people who will come in.	c. Make a buffet of sandwiches and salads and invite parents, administration, and teachers who have lunch that period.	
	d. Get coffee making equipment from a distributor who supplies small restaurants in your area.		
3. MAKING SANDWICHES			
I. Given a list of sandwiches, the student will know what ingredients are in each sandwich.	I.a Get copies of sandwich menus from restaurants in the area.	I.a. List sandwiches that are most common and list their ingredients.	I. The students will be able to make any sandwich with 100% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
II. Given a list of ingredients necessary for a sandwich, the student will be able to buy the ingredients at a food store and prepare the ingredients for the sandwich.	b. Get cookbooks which include sandwiches. c. Trip to a sandwich shop. II.a. Resource person from the community to demonstrate salad making, vegetable slicing, grilling, etc. b. Demonstrate use of equipment such as knives, mixers, toasters, stove, etc. See Unit III, 2. U 2. Using Small Restaurant Equipment, Section I. c. Trip to supermarket. d. Newspaper ads for food shopping. e. Discuss and demonstrate proper preparation for storage of unused ingredients.	b. List ingredients nessary to make salads to be included in the sandwiches; i.e., egg salad. II.a. Estimate the cost of the sandwich by listing the ingredients used, the amount of each ingredient, determing the cost of the portion used, and totaling these figures. b. Calculate ingredients for more than one sandwich. c. Go to the supermarket and buy all the necessary ingredients. d. Divide into groups and make up the same sandwiches in each group. At the end of the period the groups will rate themselves and each other on appearance of the sandwich, quality of the salads, speed of preparation, storage procedures, and clean-up.	
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
III. Given a sandwich and the ingredients for that sandwich, the student will be able to make the sandwich and determine the price that should be asked. (1,2,3,4,6)	III.a. List ingredients and the proportion of each.	III.a. Estimate the cost of the sandwich by listing the ingredients used, the amount of each ingredient, determining the cost of the portion used, and totaling those figures.	
4. SERVING CUSTOMERS			
I. Given customers to serve in a lunch room or take out counter situation, the student will be able to take the order correctly.	I.a. Video-tape in a small restaurant or take-out shop. b. Video-tape the teacher's cafeteria. c. Make up order forms.	I.a. Review Video-tapes to discover how cafeteria workers take the orders – verbally, by writing them down, giving names to certain combinations, using an order form, etc. b. Print up an order form so that the orders can just be checked or circled. (See Unit I, 6. Stamping.)	I. The student will be able to take an order, deliver it correctly, and serve a seated customer with 90% accuracy.
II. Given customers to serve in a lunch room or take out counter situation, the student will be able to serve the correct order to the right customer.	II.a. Video-tape in a small restaurant or take-out shop. b. Video-tape the teacher's cafeteria. c. Make up order forms.	II.a. Review video-tape of cafeteria or restaurant. b. Use an initial or numerical system to identify the customer with the order form. c. Use an order form with a tear-	
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
		off number or a carbon to match the order and the customer. d. Have a take-out shop for teachers where they can order their lunch in the morning and have it delivered at lunch-time. (Sample menu and order form in the appendix.) e. Have customers fill in their own order form, have the waiter or waitress take it in to the cooks, and return it by matching the numbers.	
III. Given customers to serve in a lunch room or take-out counter situation, the student will be able to serve the customer properly and politely.	III.a. Video-tape in a small restaurant or take-out shop. b. Video-tape teachers' cafeteria. c. Discuss and post the correct method of serving seated customers.	III.a. Have a sit-down luncheon built around a theme (Chinese, Italian) for teachers, parents, and administrators and practice proper serving procedure. b. Have a cafeteria for teachers in which they come in, sit down, order food, and eat their lunch. (Sample menu in the appendix.)	
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
		c. Make tablecloths for the cafeteria. d. Decorate the room with candles and have a radio playing.	
	d. List things such as filling water glasses, serving coffee, and offering more coffee that a good waiter or waitress must do.		
5. CLEANING AND PROPER CARE OF RESTAURANT EQUIPMENT			
I. Given a stove, grill pots and pans, etc., the student will be able to clean them thoroughly so that they can be used again.	I.a. Get booklets from the company that manufactures the equipment – General Electric, Revere Ware, Oster, etc. b. Get cleaning materials – soap pads, kitchen cleansers, etc. c. Video-tape cafeteria workers in the school cafeteria when they are cleaning up for the day.	I.a. Each group of students will clean up their own area and their own equipment using the materials provided. b. The groups will rate themselves and each other on whether the equipment is clean, nongreasy, and with no film remaining from the cleanser.	I. The student will be able to demonstrate his ability to clean and take the proper care of the equipment he/she is using with 90% accuracy.
II. Given a stove, grill, pots and pans, etc., the student will be able to take proper care of the equipment he/she is using.	II.a. Get booklets from the company that manufactures the equipment – General Electric, Revere Ware, Oster, etc.	II.a. The student can demonstrate the proper care of the equipment as outlined in the manufacturer's booklet.	
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
	b. Get cleaning materials – soap pads, kitchen cleansers, etc. c. Video-tape cafeteria workers in the school cafeteria when they are cleaning up for the day.	b. The "head cook" can observe the use of the equipment while the kitchen is functioning and rate his/her workers.	
6. PROPER CARE OF UNIFORMS			
1. Given a uniform to use in the kitchen, the student will be able to keep it clean and neat looking.	1.a. Demonstrate use of washing machine. b. Explain and demonstrate the use of bleach and other whitening products and starch. c. Demonstrate the use of an iron; have an iron, and ironing board available.	1. Wash, bleach, starch, and iron their uniforms in school.	1. Students will be able to care for their own uniforms.
Teacher's Notes:			

RESTAURANT WORKER

Attitudes to be developed

See Units I and II

Skills to be developed

See Unit I, Skills to be developed, #12-17

1. Setting a table
2. Cleaning off tables
3. Sweeping, mopping and waxing floors
4. Washing dishes, large pots and pans
5. Washing and drying tablecloths, towels, dishrags, etc.
6. Replacing clean dishes and glasses
7. Washing and proper care of the equipment

UNIT – IV

RESTAURANT WORKER

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
1. See Units I and II, Attitudes to be Developed 2. See Unit I, Skills to be Developed, #12-17 1. SETTING A TABLE I. Given the dishes and silverware, the students will be able to set a table correctly.	I.a. Chart for setting a table with labels for each illustration (See appendix). b. Silverware, dishes, salt and pepper shakers, mustard, catsup, and glassware. c. Place mats and napkins for each student.	I.a Set a table with placemats, napkins, dishes, glassware, etc.; have a student identify each piece. b. Set a table with all the necessary equipment but with some or all of it misplaced; have another student set it correctly. c. Set up the table for the buffet lunch for the teachers, administration, and parents (see Unit III, Skills to be Developed, 2. Using Small Restaurant Equipment.)	I. The student will be able to set a table correctly with 100% accuracy.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
2. CLEANING OFF TABLES			
I. Given tables used to serve lunch, the students will be able to take the dishes off, put the equipment away, and wipe off the tables.	I.a. Tables used to serve lunch. b. Video-tape of the school cafeteria clean-up. c. Cabinets for storage of salt and pepper shakers, sugar, mustard and catsup containers. d. Cleaning equipment,	I.a. Review video-tape. b. Use hot soapy water to wash down table tops – salt and pepper shakers, sugar and mustard, and catsup containers. c. Dry the equipment with towels. d. Put the equipment away on trays in the cabinet so that the entire tray can be removed the next day and the equipment can be replaced on the tables.	I. Given a table on which lunch has been served, the students will be able to clean off the table and equipment so that it can be used the next time it is needed with 90% accuracy.
3. SWEEPING, MOPPING, AND WAXING FLOORS			
I. Given a floor to clean, the student will be able to clean it with either a broom or a mop.	I.a. Brooms of various sizes. b. Mops, both wet and dry, and a wax applicator. c. Video-tape school maintenance personnel cleaning corridors and cafeteria floors. d. Classroom floor divided into sections.	I.a. The students will go into the gym and sweep the floor with long push broom and get the dirt up with a dust pan and brush. b. Sweep the classroom floor at the end of the packaging period with the proper size broom.	
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
	e. Have maintenance people show students on a one-to-one basis, how to use a scrubbing machine buffer.	c. Use a bucket with a wringer and a wet mop and mop the classroom. d. Wet mop a lavatory floor. e. Put hooks up in the classroom to hang the brooms and mops. f. Divide into groups, sweep, mop, and wax a section of the floor. Rate the sections when they are dry. g. Use a scrubbing machine and buffer with the maintenance man or teacher. h. Get a job, employed by the district, working with the maintenance people after the training is completed i.e., working in a school from 1:00 to 4:00 each day.	
4. WASHING DISHES, LARGE POTS AND PANS			
I. Given dirty dishes, pots and pans, the students will be able to clean them, without breaking them, so that they are free from	I.a. Have available two dishpans, soap and wash cloths. b. Demonstration by teacher or maintenance personnel.	I.a. Using the same groups that cooked, wash utensils in hot soapy water and rinse them in hot clear water.	I. Cleaned dishes, etc., will be free from grease and soil 85% of the time.
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
grease and soil.	c. Video-tape cafeteria workers. d. Contact restaurants or cafeterias in the area and try to place students for a half day on the job. e. Trip to a restaurant cafeteria or hotel.	b. Rate each group by the teacher, "Chief Cook," and the group itself. c. List areas that need improvement and work on these in the next session. d. Get a job in the school cafeteria during or after lunch periods.	
II. Given dirty dishes, the student will be able to load them in the dishwasher.	II.a. See "a" through "e" above. b. Make a list of steps to be followed from the owners manual of the dishwasher. c. Explain what dishes go where and the best way to place them.	II.a. Load the dishwasher with all the dishes used that day. Follow the steps on the list. Have the dishwasher checked by the "Chief Cook" or teacher.	II. The student will be able to load a dishwasher with 90% accuracy.
5. WASHING AND DRYING TABLECLOTHS, TOWELS, DISH RAGS, ETC.			
I. Given tablecloths, towels and dishrags the student will be able to wash them using a washing machine.	I. See Unit III, Skills to be Developed, 5. Proper Care of Uniforms.		
Teacher's Notes:			

Behavioral Objective	Suggested Solution for Teacher	Suggested Activities for Students	Evaluation
6. REPLACING CLEAN DISHES AND GLASSES			
I. Given clean dishes and glassware the students will be able to put them away carefully where they belong.	I.a. Make a chart of where each thing belongs in the room. b. Get a utility cart that can be rolled from the dishwasher to the storage cabinets. c. Get large trays from the cafeteria for stacking and carrying glasses and cups.	I.a. Make a check list of everything that should be in the kitchen and check it when everyone is finished to make sure that everything is back in its place. b. Stack dishes and glasses on trays in the cabinets so that they are ready for use the next day. c. Take turns helping in the school cafeteria. d. Discuss the necessity of everyone pitching in to clean as well as to cook and serve. e. Assign jobs for clean-up detail and rotate jobs.	I. The student will not get ready to leave the classroom until the clean dishes are put away in their proper place with a minimum of breakage.
7. WASHING AND PROPER CARE OF EQUIPMENT			
I. See Unit III, Cleaning and Proper Care of Restaurant Equipment, Sections I and II.			
Teacher's Notes:			

APPENDIXES

POSSIBLE OCCUPATIONS FOR EDUCABLE MENTALLY RETARDED STUDENTS

The United States Department of Labor has published a list of 35,000 occupations found in the United States. They identify and publish this list in a book called *THE DICTIONARY OF OCCUPATIONAL TITLES.** After each title there is a six digit number. The first three numbers identify the occupational area: the last three digits identify the worker's function in relation to the data, the extent to which a person in a job works with people, and the manipulative or operative skill required in working with objects. The table below lists the numeral used in the last three digits of the D.O.T. code and their meaning.

(Fourth Digit) Data	(Fifth Digit) Data	(Sixth Digit) Data
0. Snythesizing	0. Mentoring	0. Setting-up
1. Coordinating	1. Negotiating	1. Precision working
2. Analyzing	2. Instructing	2. Operation-Controlling
3. Compiling	3. Supervising	3. Driving-Operating
4. Computing	4. Diverting	4. Manipulating
5. Copying	5. Persuading	5. Tending
6. Comparing	6. Speaking-Signalling	6. Feeding-Offbearing
7. No Significant relationship	7. Serving	7. Handling
8. No Significant relationship	8. No Significant relationship	8. No significant relationship

After reviewing this book, a list of possible occupations for educable mentally retarded students has been compiled. All of these jobs are not applicable to every educable mentally retarded student; however, it was felt that all of the jobs are applicable to some educable mentally retarded students and some of the jobs are applicable to all of the students.

With this information available to the teacher s/he should be able to gear the program to the types of jobs available to the students in the area (geographic).

A description of the type of work done by the job holder follows each job listed. This will help the teacher simulate a work environment in the classroom or in the school. The kinds of skills and attitudes that each job holder must have can also be ascertained from the job description.

*AN ANALYSIS OF FIFTEEN OCCUPATIONAL CLUSTERS IDENTIFIED BY THE U.S. OFFICE OF EDUCATION, Grayson County Coll. Sherman/Denison Texas, 1972. 417 p.

AGRICULTURAL AIDE – (D.O.T. 421. 384) – Cultivates crops and attends animals according to specific instructions of research workers to carry out experiments in agronomy, animal husbandry, or some other branch of agriculture.

AIR CONDITIONING COIL ASSEMBLER – (D.O.T. 706.884) – Assembles prepunched aluminum fin plates and copper tubing to form cooling coils for air air conditioning, using handtools and other equipment.

ALL-AROUND PRESSER – (D.O.T. 363.782) – This person operates a steam pressing machine or uses a hand iron to press garments such as trousers, sweaters, and dresses, usually in a small cleaning establishment.

AMBULANCE ATTENDANT – (D.O.T. 355.878) – Accompanies and assists ambulance driver on calls. Assists in lifting the patient onto wheeled cart or stretcher and into and out of the ambulance. Renders first aid, such as bandaging, splinting, and administering oxygen. May perform the same work in an air ambulance.

AMPOULE SEALER – (D.O.T. 559.887) – Seals ampoule filled with liquid drug products preparatory to packaging.

ANIMAL CARETAKER – (D.O.T. 419.884) – Attends to animals such as mice, rats, and guinea pigs used in experimental and biological research.

ASSEMBLER, CLIP-ON SUNGLASSES – (D.O.T. 71 3.887) – Assembles clip-on sunglasses, fitting together parts, as lenses, spring clips, and metal plastic frames.

ATHLETIC EQUIPMENT CUSTODIAN – (D.O.T. 969.387) – Keeps stock of new and used athletic supplies, such as balls, gloves, bats, shoes, and uniforms, and issues supplies to players. Packs and unpacks supplies for road trips and insures that arrangements are made for their transportation. May wash soiled uniforms and other supplies in automatic washing machine or may arrange to have them laundered.

AUTOMOBILE SERVICE STATION ATTENDANT – (D.O.T. 915.867) – Concerned with the fueling and simple servicing of automobiles.

BAGGAGE PORTER – (D.O.T. 324.878) – The baggage porter delivers luggage to and from hotel rooms, transfers trunks, packages and other baggage to room or loading area, arranges for outgoing freight, supplies travel information, transportation rates and schedules and generally cares for the patron's luggage.

BAGGAGEMAN OR BAGGAGE PORTER – (D.O.T. 358.878 and 324.878) – A baggageman may be engaged in handling baggage in hotels or motels, transferring baggage from room to room, arranging for incoming and outgoing freight, preparing and attaching claim checks, and supplying guests with various services as needed.

BAKER HELPER – (D.O.T. 526.886) – Performs a combination of assistant duties in a bakery such as moving, dumping, lifting, etc.

BALL MACHINE OPERATOR – (D.O.T. 520.866) – Feeds automatic rolling machine that forms pliable candy into shapes such as balls or disks. Also known as Candy Roller.

BAR ATTENDANT – (D.O.T. 312.878) – This attendant serves alcoholic drinks to patrons in neighborhood taverns or combination bar and package-goods store. He also receives payment for amount of sale and makes change.

BAR BOY – (D.O.T. 312.887) – This person cleans the bar and equipment, replenishes supplies, replaces empty kegs, slices and pits fruit, washes glasses, mops floors, removes empty bottles and trash and may mix and prepare flavors for mixed drinks.

BASKET FILLER – (D.O.T. 529.887) – Removes sealed cans or jars of food products from conveyor and puts them into baskets.

BATCH MAKER – (D.O.T. 515.885) – Tends equipment that mills and recovers powdered metal used in powder metallurgy.

BATH ATTENDANTS – (D.O.T. 335.878) – These occupations are concerned with assisting clients of public bath houses to take Russian, Sauna, Turkish, electric cabinet, sweatbox, or steam baths, providing and stocking towels, and checking money and valuables.

BELLBOY – (D.O.T. 324.878) – A bellboy serves hotel guests by performing tasks such as escorting incoming guests to their rooms, assisting them with hand luggage, explaining features of the room, offering information pertaining to available services and facilities, delivering messages, and operating the elevator.

BILLPOSTER – (D.O.T. 288.387) – Place posters and banner in prominent places to advertise a product or events. Displays posters or attaches advertisements on walls and billboards.

BOOTBLACK – (D.O.T. 366.878) – The bootblack cleans and polishes footwear for customers. He may also brush lint from patron's clothing using a whiskbroom, assist customers with wraps, sweep and mop floors, dust and polish furniture, and wash windows in the establishment.

BRIQUETTING MACHINE OPERATOR – (D.O.T. 519.885) – Tends equipment to dry, mix, and compress copper fines into briquettes for use by smelter.

BUS BOY – (D.O.T. 311.878) – He may be called Clean-Up Boy, Dish Carrier, or Waiter Assistant. He may perform any combination of duties to facilitate food services such as carrying dirty dishes, replacing soiled table linens, cleaning and polishing equipment, and running errands and delivering food orders to offices or nearby establishments.

BUS HOSTESS – (D.O.T. 352.878) – Performs general service duties for bus passengers while enroute.

CAMP ATTENDANT – (D.O.T. 359.887) – This attendant performs various duties about a logging, mining, construction, or other camp, such as disposing of garbage, keeping camp area clean, sweeping and tidying sleeping quarters and making beds, carrying water to camp and cutting firewood.

CANDY CUTTER, HAND – (D.O.T. 790.887) – Cuts candy into squares using knife consisting of a series of disk blades evenly spaced on a shaft with a handle at each end.

CANNERY WORKER – (D.O.T. 529.886) – Works in the canning process and may be involved in dumping, sorting, peeling, and trimming of the product to be canned.

CAR CARDER – (D.O.T. 311.878) – Changes advertising cards in urban buses.

CAR HOP – (D.O.T. 311.878) – This waitress serves food and refreshments to patrons in their cars. She takes food orders, relays it to the kitchen, places filled order on tray and fastens tray to car door. She then presents check to customer, accepts payment, removes tray, and returns dishes to kitchen.

CENTRAL SUPPLY AID – (D.O.T. 223.887) – Cleans, sterilizes, and assembles hospital equipment, supplies, and instruments according to prescribed procedures and techniques performing any combination of the following tasks: scrubs and washes surgical instruments, containers, rubber gloves, and syringes and equipment, such as aspirators, croupettes, and oxygen supplies. Sterilizes instruments, equipment, surgical linens, and supplies, such as surgical packs, treatment trays, rubber gloves and syringes using autoclaves, water sterilizers or antiseptic solutions.

CHARWOMAN – (D.O.T. 381.887) – Other descriptions of this occupation may include Cleaning Girl, Cleaning Maid, Cleaning Woman, Clean-Up Girl, Clean-Up Woman, Dust Woman, Janitress, Maid, Matron, Portress, Scrub Girl, and Scrub Woman. Specific duties may be to keep the premises of commercial establishment, office building, or apartment house in clean and orderly condition, performing any acts necessary. She may mop, sweep, dust, clean, polish, wax, or vacuum as needed. She frequently works in evenings after day-time employees have left the premises.

CHECKROOM ATTENDANT – (D.O.T. 358.878) – This attendant stores wearing apparel, luggage, bundles, and other articles for patrons of an establishment or employees of business establishment, issuring claimcheck for articles checked and returning articles on receipt of check. He may be designated according to article stored as Baggage Checker, Coat Checker, Hat Checker, Wrap Checker, or Checkroom Attendant.

CHIP MAN – (D.O.T. 522.886) – Shovels beechwood chips from fermenting tanks into a cart.

CHIP MIXING MACHINE OPERATOR – (D.O.T. 560.885) – Tends machine that mixes wood chips and glue preparatory to extruding particle board.

CIGARETTE FILTER MAKING MACHINE OPERATOR – (D.O.T. 529.885) – Tends machine that wraps and cuts cigarette filter plugs.

CIRCUS LABORER – (D.O.T. 969.887) – Performs variety of tasks in cleaning floors and moving equipment for amusement show, such as fair, circus, or carnival. May work as member of team to erect and dismantle canvas tents and place seats.

CLAM DREDGEMAN – (D.O.T. 439.687) – Removes marketable clams from conveyor belt or from pile on deck of clam-harvest-dredge and deposits them in containers for shipping. Sorts and packs clams in containers for shipping according to species. May assist Clam Dredge Operator in adjusting, repairing, and maintaining dredge and conveyor equipment.

COBBER – (D.O.T. 933.887) – Crushes asbestos-bearing rock using hammer. Removes fibers from rock and places them in trays according to length. Closely related job is CLEANER – (D.O.T. 934.887).

COFFEE MAN – (D.O.T. 317.884) – The coffeeman brews coffee, tea, and chocolate, using coffee urns, drip or vacuum coffee maker, teapots, drink mixers, and other kitchen equipment. He may also serve coffee, prepare and issue iced beverages, such as coffee, tea, and fountain or bottled drinks, to be served by waiters.

COMPRESS OPERATOR – (D.O.T. 929.885) – Tends press that reduces size of cotton bales for shipment or storage.

COOLING-ROOM ATTENDANT –(D.O.T. 335.878) – These occupations are concerned with attending to the comforts and needs of thermal bath customers cooling off and resting after bath and massage. Other duties may include procuring beverage, food, or other items on request, arranging for valet services, changing bedding on cots, shining shoes, and performing janitorial duties in the cooling room area. He may be called Alcohol Rubber or Slumber-Room Attendant.

CORE EXTRUDER – (D.O.T. 557.885) – Tends manually operated extrusion press and wire cutter to extrude and cut paste (black mix) to form dry cell battery cores.

CORE TREATER – (D.O.T. 534.887) – Treats paper cores with mixture of turpentine and beeswax.

CORK GRINDER – (D.O.T. 662.885) – Tends machine equipped with crushing rollers or hammers that reduces woodwork and cork waste to fine particles.

CORRUGATOR OPERATOR – (D.O.T. 643.782) – Sets up and operates machine to corrugate and face paperboard to form corrugated paperboard material containers.

COTTON ROLL PACKER – (D.O.T. 920.885) – Tends machine that packs absorbent surgical cotton rolls in cardboard cartons for shipment. Places empty shipping cartons on conveyor rollers. Pushes button to start automatic cotton layer machine that rolls absorbent cotton between paper, inserts rolled cotton into cardboard container. Fills shipping cartons with containers and places glued paper tape on top to seal cartons.

COUNTERMAN – (D.O.T. 311.878) – This person serves food to diners seated at the counter. He calls order to the kitchen, picks up and serves the order when ready, accepts payment, and may perform other duties such as cleaning counters, washing dishes, and selling cigars and cigarettes.

COUNTER-SUPPLY MAN – (D.O.T. 319.887) – This person replenishes food and equipment at steamtables and serving counters of cafeterias to facilitate the service to patrons. He may cart food, dishes, trays, and silverware from kitchen and supply department to serving counters. Other duties may include garnishing foods and positioning them on table, keeping assigned areas and equipment free of spilled food, and keeping shelves of vending machines stocked with food when working in automat.

CREMATOR – (D.O.T. 359.885) – The cremator tends retort furnace that cremates human bodies, places rings and jewelry in temporary box for return to relatives, places remains in container, cleans building and fixtures, and may care for lawn and shrubs.

CUPOLA CHARGER – (D.O.T. 512.886) – Charges scrap iron or pig iron, coke and limestone (flux) into cupola in which the iron is melted so that it may be poured into sand molds to make castings.

DAY WORKERS – (D.O.T. 301.887) – Occupations concerned with performing duties in a private home such as cleaning, making beds, caring for children and cooking. Employment is by the day and work may be for several employers.

DEHYDRATION PLANT OPERATOR – (D.O.T. 541.781) – Tends an automatically controlled treating unit which removes water and other impurities from natural gas.

DIE BARBER – (D.O.T. 705.781) – Rough-finishes stamping die member surfaces, using abrasive and abrading handtools.

DIVIDING MACHINE OPERATOR – (D.O.T. 520.885) – Tends machines that automatically divide, round, proof, and shape dough into units of specified size and weight preparatory to baking.

DOG-POUND ATTENDANT – (D.O.T. 356.874) – This person attends to animals picked up and brought to the pound by feeding and watering them and cleaning and disinfecting their pens. Other duties may include routine repairs to pens and other installations.

DOORMAN – (D.O.T. 324.787) – A doorman serves residents, guests or patrons of hotels, stores, or similar establishments by opening doors, hailing taxicabs, answering inquiries, assisting the elderly of infirmed into automobiles, and performing similar tasks. He may also prevent entrance of unauthorized or undesirable persons and may forcibly eject inebriated or rowdy persons from the premises.

DRY-HOUSE MAN – (D.O.T. 553.585) – Tends drying room in which pyrotechnics are cured, dried or stored. Stores trays on racks according to date of processing.

ELECTROSTATIC SEPARATOR OPERATOR – (D.O.T. 509.885) – Tends machine that separates steel particles from abrasive particles.

ELEVATOR OPERATOR – (D.O.T. 388.868) – The elevator operator will operate an elevator to transport passengers between floors of office buildings, apartment houses, department stores, hotels, or similar establishments. In addition to running the elevator, he may supply information to passengers, distribute mail to various floors, answer the telephone, prevent unauthorized persons from entering the building and assist other employees to load and unload freight.

ETCHER, ELECTROLYTIC – (D.O.T. 500.886) – Tends equipment that electrolytically etches markings, such as trade marks, and part numbers on metal articles.

EXTRUDER OPERATOR – (D.O.T. 535.885) – Tends one or more extruders that form particle board from wood chips treated with glue.

EXPRESS MESSENGER – (D.O.T. 231.687) – Rides in the mail car and sorts parcels and valuables.

FARMHAND, GENERAL – (D.O.T. 421.883) – (Chore Hand; Farm Hand, Regular; Farm-wage Hand; Hired Hand; Hired Man; Wage Hand) – A classification title for jobs in the industry, listed under Farmhand, are concerned with a wide variety of duties in the raising of vegetables, grains, hay, apples, peaches, pears, livestock, and poultry. Workers in this classification perform any or all of the duties listed under the various Farm Hands, Harvest Hands, and Packing Hands. Many of the jobs are not full time, the size of the farm, number and kind of vegetables grown, and the organization of the work determining whether a worker spends all his time on a few duties, or is transferred frequently from one duty to another.

FEED MIXER – (D.O.T. 520.885) – (Batch Mixer Operator; Feed Operator; Mash Feed Mixer Operator; Mixer Man) – Tends machine that mixes stock or poultry feed according to formula and transfers to storage or bulk truck for delivery. May be designated as Dairy Feed Mixer, Beef Feed Mixing Operator, etc.

FEED MIXER HELPER – (D.O.T. 520.886) – (Feeder Loader; Hopper Loader; Mixer Machine Man; Mixer Man Helper) – Assists in feed-mixing operations.

FEED RESEARCH AIDS – (D.O.T. 049.384) – Feeds rations of experimental feeds to animals such as poultry, dogs, and cows, and compiles data on growth, productivity, and health of animals.

FISH CLEANER – (D.O.T. 525.884) – May be called a Fish Dresser, Fish Butcher, Fish Cutter, Fillet Cutter, Fish Scaler, Fish Splitter, or any variety of jobs related to the cleaning and butchering of fish for processing. Cleans fish aboard ship or ashore, performing any combination of tasks, alone or as a member of crew. His duties may include: scrapes scales from fish with knife, cuts or rips fish from vent to throat with knife and tears out viscera and gills, cuts off head of fish with knife, drops head in tub and slides fish along table to next worker. Washes blood from abdominal cavity by dropping fish in tub of water or by using hose, and removes discolored membrane from abdomen lining with knife, spoon, scraper, glove, or piece of burlap. Cuts gashes along sides of fish to facilitate salt penetration during curing. Cuts fish behind gill slits and draws knife along backbone and ribs to free fillet. Lays fillet skin-side down on table and draws knife laterally between skin and flesh to remove skin. Slices flesh from bones in fletches (longitudinal quarter sections) for further processing into boneless slices of fish. May unload catch from vessel. May pack fish in containers. May remove slime from skin or scales.

FISH MACHINE FEEDER – (D.O.T. 521.886) – Feeds cleaned fish into machines that bone, skin, or cut and pack fish sections in cans or cartons. Inspects fish to insure that color, odor, and texture meet standards. Places fish on feed conveyor of machine. May start machines and pull levers to regulate feed conveyor speed. May be designated according to machine fed: Filleting Machine Feeder, Fishboning Machine Feeder, Fish-Cutting-Machine Operator. Fish-Skinning Machine Feeder, or according to activity performed such as Fish Flipper, or Fish Straightener.

FISHERMAN, LINE – (D.O.T. 432.884) – Catches marine life with hooks and lines called trot, trawl, or troll line. Fishes for fish from land or from vessel. Lays out line and attaches hooks, bait, sinkers, and various anchors, floats, and swivels, depending on quarry sought. Chops bait and attaches it to hooks. Lays lines in tubs in such a manner that they can be thrown out without fouling. Attaches end of set line to buoy or on board, and throws out line from position on vessel. Secures other end to anchor. Returns to lines after designated period, and hauls catch aboard boat or on land.

FLATWORK TIER – (D.O.T. 361.587) – This person folds, stacks, and wraps ironed flatwork. He then writes customers' names on the bundles and places them in the storage bin for customer pickup.

FLOOR GIRL – (D.O.T. 311.878) – The floor girl may also be called Dining-Room Girl, Service Girl, Table Girl, or Waitress. She carries trays from food counters to table for cafeteria patrons, carries dirty dishes to the kitchen, sets tables with clean linens, sugar bowls, and condiments. She may also wash tables, wrap clean silver in napkins, or circulate among diners and serve coffee.

FLYMAN – (D.O.T. 964.887) – Lowers or raises scenery and curtains by pulling ropes from position above or to one side of stage. May also move scenery on stage. Follows cue sheet or bell or light signals to make required changes during performance.

FOOD ASSEMBLER – (D.O.T. 319.884) – This person prepares meal trays in commissary kitchen for inflight service of airlines, multi-unit restaurant chains, industrial caterers, or educational institutions.

FORESTER AIDS – (D.O.T. 441.384) – Patrols forests to detect fires and to eliminate fire hazards. See ENVIRONMENT.

FOUNDRY LABORER, CORE ROOM – (D.O.T. 518.887) – Performs any combination of tasks involved in coremaking, such as pasting core sections together to form completed core, carrying and loading core in oven, dressing cores, and filling cracks in surface of cores.

FOUNTAIN MAN – (D.O.T. 319.878) – The fountain man prepares and serves soft drinks and ice cream dishes, such as ice cream sundaes, sodas, and fruitades, using memorized formulas and methods or following written directions. He may also clean and polish fountain equipment.

FUNERAL ATTENDANT – (D.O.T. 359.878) – The funeral attendant performs a variety of tasks during a funeral. Specific tasks include placing a casket in parlor orchapel prior to wake or funeral service, arranging floral offerings and lights around casket, directing and escorting mourners, issuing and storing funeral equipment, and in some cases carrying the casket. Other names may be Deskman, Doorman, Undertaker, or Usher.

GAGER – (D.O.T. 712.687) – Sorts and measures strands of surgical sutures according to length and thickness. Places strand on measuring stick to determine length. Inserts each end and center of strand into slot of gage that automatically registers thickness to 0.001 inch and compares gage reading with prescribed limits of acceptable suture thicknesses.

GINNER – (D.O.T. 461.885) – (Cotton, Gin Operator; Gin Stand Man; Gin Stand Operator; Suction Hand; Tier Out) – Separates cotton lint from seed, hulls, and waste materials using cotton ginning machinery.

GROUNDMEN – (D.O.T. 821.887) – Dig poleholes and assist the linemen and apprentices to erect the wooden poles which carry the distribution lines. They bolt crossarms; bolt or clamp insulators; raise the wires and cables and install them on the poles or towers by attaching them to the insulators; attach a wide variety of equipment to the poles and towers, such as arrestors, transformers, and switches.

HAMMER MILL OPERATOR – (D.O.T. 515.887) – Prepares iron and steel machine tool cuttings for use in making ferro-silicon by selecting scraps of desired thickness and breaking them up in hammer mill.

HAND PRESSER – (D.O.T. 363.884) – This presser uses a hand iron and presses articles such as drapes, knit goods, millinery parts, parachutes, garments, and slip covers or delicate textiles such as lace, rayons, and silks. This class of pressing requires dexterity with hand iron to press intricate parts of articles. He may be designated according to article or part pressed such as Coat Ironer, Lining Presser, or Vest Presser.

HATCHERY MAN – (D.O.T. 436.884) – Performs his work in a fish hatchery. Feeds fish by scattering food on surface of water. Regulates temperature of indoor tanks. Sorts fish according to size, coloring, and species. Transfers fish to proper tanks with cip nets. Cleans tanks by draining out water, shoveling out muck and debris, and scrubbing sides of tanks with wire brush.

HEAT WELDER, PLASTIC – (D.O.T. 553.884) – Fuses together plastic sheets using hot air gun to melt and join edges of sheets.

HEEL BUILDER, HAND – (D.O.T. 788.887) – Cements and nails lifts to form heels. Presses and moves leather or fiberboard lift against cement covered roller. Stack cemented or non-cemented lifts according to material, size, and styles as specified to form heel. Hammers holding nail through stacked lifts. May place cemented heels in press to dry.

HOD CARRIER – (D.O.T. 869.887) – Supplies bricklayer, plasterer or stoneman with bricks, concrete, mortar, or plaster, using hod. Climbs ladders and walks along scaffold, when necessary, to reach workmen. Cleans excess mortar from finished work, using brush or scraping tool. May mix mortar and concrete by hand or by use of mixing machine.

HOME HEALTH AID – (D.O.T. 354.878) – Cares for elderly, convalescent, or handicapped persons in patients' homes and performs any combination of the following tasks: changes bed linens, washes and irons patients' laundry, and cleans patients' quarters. Purchases, prepares, and serves food for the patient and other members of the family, following special prescribed diets. Assists patients into and out of beds, automobiles or wheelchairs, to lavatories and up and down stairs. Assists the patient to dress, bathe, and groom him/herself. Accompanies ambulatory patients outside the home, serving as guide, companion and aid.

HOPPER MAN – (D.O.T. 619.886) – Feeds brass blanks onto conveyors and into hoppers of machines that form blanks into small cartridge cases. Transfers containers of blanks to work area, using hand truck or powered tier-lift truck. Scoops or dumps brass workpieces into feed hoppers of draw presses or into transfer conveyor leading to other work stations using hoist. May hoist container to overhead loading platform and along roller conveyor until it is positioned over machine hopper for dumping.

HOT-ROOM ATTENDANT – (D.O.T. 335.878) – This attendant serves customers in dry-heat cabinet or room or steamroom of athletic bathing or other establishments. He is in charge of operating procedures in the hot-room, and may be designated according to bath facility served as Dry-Heat Cabinet Attendant, Dry-Heat-Room Attendant, Shower Attendant, or Steam-Room Attendant.

HOUSEMAN – (D.O.T. 323.887) – The house man may be called Hall Boy, Houseboy, House Cleaner, Mover, Set-Up Man or Utility Man. He may perform many combinations of tasks to maintain premises in a clean and orderly manner. Specific duties usually include heavier jobs of cleaning, polishing and moving.

IRRIGATOR – (D.O.T. 422.887) – Irrigates field and row crops by controlling water from irrigation ditch to field. Related job areas are Irrigator, Overhead and Irrigator, Standpipe – (D.O.T. 422.887) and Irrigator, Valve Pipe – (D.O.T. 422.884).

JANITOR – (D.O.T. 382.884) – The janitor may keep a hotel, office building, apartment house, or similar building in clean and orderly condition. He may sweep, mop, empty garbage containers, perform routine painting, plumbing, electrical wiring, and other related activities while using hand tools. He may also mow lawns, trim shrubbery, clean snow and debris from sidewalks, and notify managment concerning need for major building repairs.

JOCKEY VALET – (D.O.T. 346.878) – Assists jockey to dress for race at racetrack. Inserts lead bars into saddle so that jockey will fulfill weight requirements. Carries saddle from tack room to paddock. Places saddle, saddle number, and lead pad on horse. Returns tack to jockey room after race. Cleans tack for jockey.

KELP CUTTERMAN – (D.O.T. 437.887) – Cuts kelp or other seaweed from the sea bottom using mower (cutter equipped with oscilating knives). Lowers mower into water from kelp-harvesting boat and starts mower to cut kelp. Attaches grabhook on wench to kelp, after the vegetation is dropped into bow of boat during harvesting, so that kelp accumulates in boat. When concerned only with attaching kelp to grabhook, is designated as Kelp Hookman.

KENNELMAN – (D.O.T. 356.874) – A kennelman attends to dogs in kennels. His specific duties may include cleaning kennels and rebedding dog pens, washing and grooming dogs, feeding and watering, observing dogs to detect sickness and presence of disease, exercising dogs, maintaining feed and breeding records, and assisting in training dogs for hunting, guiding and tracking. He may also be considered a Dog Care Man or Dog Handler.

KITCHEN HELPER – (D.O.T. 318.887) – The kitchen helper performs any combination of duties to maintain the kitchen work areas and restaurant equipment and utensils in a clean and orderly condition. The job is basically a cleaning duty; however, he may also transfer supplies, set banquet tables, and wash and peel vegetables.

LABORER, CAR BARN – (D.O.T. 910.882) – Performs various tasks in the storage and maintenance area for streetcars or buses.

LABORER, CHEESEMAKING – (D.O.T. 529.886) – Makes and cures cheese. Operates any combination of machinery or hand implements necessary for the task.

LABORER, ELECTROPLATE – (D.O.T. 500.886) – Assists Plater or works in standardized production operations.

LABORER, GENERAL – (D.O.T. 509.886) – Performs any combinations of tasks to assist workers engaged in the production of iron and steel.

LABORER, GENERAL (NON-FERROUS METAL ALLOYS) – (D.O.T. 51 9.886) – Performs any combination of tasks to aid other workers in production of non-ferrous metal products.

LAMPMAN – (D.O.T. 910.887) – Concerned with the installation and repair of external lights on a train.

LAUNDRESS – (D.O.T. 302.887) – Occupations concerned with washing and ironing clothes and household linens for one or several families.

LAUNDRETTE ATTENDANT – (D.O.T. 369.877) – This attendant assists customers to launder or dry clean clothes using self-service equipment. He may in some cases perform all the services for the customer. He may also sell cleaning agents, collect for services and materials, and unload machines.

LAUNDRY LABORER – (D.O.T. 361.887) – This worker prepares laundry for processing and distributes laundry, performing any combination of duties in the laundry.

LAUNDRYMAN, HAND – (D.O.T. 367.884) – This person washes, dires, and irons articles in hand-laundries and laundromats, using equipment such as hand irons and small washing and drying machines.

LOCKER-ROOM ATTENDANT – (D.O.T. 358.878) – This attendant may be designated Cage Clerk, Personal Attendant, Dressing-Room Attendant, Floorman, Locker Attendant, Locker-Room Clerk, or Suit Attendant. He may assign dressing room facilities, arrange for valet services, collect soiled linen, and perform cleaning tasks, such as mopping dressing room floors and washing shower room walls.

LODGING FACILITIES ATTENDANT – (D.O.T. 329.878) – This attendant may be known as an Auto-Camp Attendant, Resort Caretaker, or Tourist Camp Attendant. He performs various clerical, housekeeping, and maintenance duties at a tourist camp, motel, trailer park, vacation resort, or lodge. In addition, he may give information to guests concerning services and facilities, register guests, assign cabins, collect rent, issue supplies, maintain outside recreational areas, and perform other general cleaning and maintenance duties.

LOGGER – (D.O.T. 940.884) – Any worker engaged in logging. May be classified as to activity: Faller, Bucker, Chokerman, Logger, All Round, Swamper, Hook Tender, and Limber.

MAID – (D.O.T. 306.878) – This person has various duties in keeping the private home clean and orderly, cooking and serving meals and rendering personal services to family members. She may plan meals and purchase foodstuffs and household supplies, oversee activities of children, clean house and perform additional duties such as answering telephone and doorbell and feeding pets.

MAIDS, DOMESTIC – (D.O.T. 306.878) – These occupations are concerned with performing a variety of domestic tasks, such as cleaning, dusting, making beds, caring for children, washing, ironing and cooking. May be asked to perform a combination of duties in keeping private home clean and orderly, in cooking and serving meals, and in rendering personal services to family members. When employed in motherless home, may be designated Housekeeper, Working – (D.O.T. 306.878). When employed to take charge of home because of illness or for working mother, may be designated Homemaker – (D.O.T. 306.878).

MAIL SORTER – (D.O.T. 222.687) – Sorts mail and parcels in a major train station.

MANICURIST – (D.O.T. 331.878) – This occupation is concerned with cleaning, shaping, and polishing fingernails, rubbing lotions on hands and/or massaging them.

MAN-OF-ALL WORK – (D.O.T. 304.887) – A Handyman, Odd-Job Man, or Utility Man who performs any combination of duties in keeping a private home clean and in good condition. He may clean furniture, wash windows, paint and repair, mow and rake lawns, groom and exercise pets, etc. When duties are confined to upkeep of house, may be designated Housekeeper, or when employed on year-round basis, may be designated Caretaker.

MARKER – (D.O.T. 209.588) – Prints and attaches price tickets to articles of merchandise, boxes or tickets, or prints price tickets, using machine.

MATERIAL HANDLER – (D.O.T. 929.887) – Loads and unloads materials, conveys from storage area to vehicle, opens containers, counts and weighs merchandise.

MINER – (D.O.T. 850.781) – Mines Ore, Coal, or rock in underground mine, performing any combination of the following tasks in areas where high production equipment is limited by economic factors or natural formations. Cuts channels, uses hand tools such as picks and shovels, operates hand drills, may shoot off explosives and other tasks to get ore or coal from these areas. May be designated as Pick Miner, Drift Miner, Entry Man, Pillar Robber, Raise Miner, Stope Miner, Tunnel Man, Shaft Sinker, and Timberman.

MOLDING SANDER – (D.O.T. 662.782) – Sets up and operates belt-sanding machine to smoothe wooden molding or contoured wood surfaces.

MOTORBOAT-MECHANIC HELPER – (D.O.T. 623.894) – Assists Motorboat Mechanic by performing lesser skilled tasks involved in the repair of gasoline-powered motorboats. Removes pumps, generators, and other engine accessories, using handtools, dismantles engine by removing enginehead and oil pan. Removes covers of gears and clutch units or removes entire assemblies as instructed. Cleans disassembled parts by washing in solvent. Assists in reassembly of repaired engines.

NURSING AID – (D.O.T. 355.878) – Assists in the care of hospital patients under the direction of the nursing aid medical staff. Answers signal lights and bells to determine patients' needs, and serves and collects food trays and feeds patients requiring help. Dusts and cleans, runs errands, directs visitors, and answers the telephone.

NURSERY WORKER – (D.O.T. 406.887) – Plants, cultivates and harvests trees, shrubs, and ornamental flowering plants in nursery. May be known according to type of work accomplished such as Hot Bed Man, Flower Clipper, Fumigator, Plant Grader, Potting Man, Laborer, Landscaper, Tree Planter.

ORCHARD PICKER – (D.O.T. 404.887) – (Fruit Picker) – Picks apples, peaches and other orchard fruits. Climbs ladders as necessary and places fruit in a sack or basket he carries. Dumps container into boxes on the ground, being careful not to bruise fruit, and then affixes his identifying tag on box. Related workers are Orchard Pruner; Orchard Sprayer; Orchard Thinner; Fruit Worker; Orchard Fumigator; Fruit Gardener.

PACKAGER –

HAND – (D.O.T. 920.887) – Packages or wraps various products or materials by hand; may assemble cartons, clean containers, sort, label, inspect and insert product into package.

MACHINE – (D.O.T. 920.885) – Tends machine that performs packaging functions such as cleaning, filling, sorting, labeling, and weighing products, inspects, makes minor adjustments and repairs; may load conveyor and replenish supplies.

PANTRYMAN – (D.O.T. 317.884) – The pantryman prepares salads, appetizers, sandwich fillings, and other cold dishes. He may also make sandwiches, brew tea and coffee, prepare breakfast and desert fruits, such as lemons, grapefruit and bananas, and serve food to waiters as requested.

PARK WORKER – (D.O.T. 407.887) – (Park Cleaner) – Keeps grounds of city, state, or national park clean and repairs buildings and equipment.

PARKING LOT ATTENDANT – (D.O.T. 915.878) – Basically concerned with the short or long term parking of automobiles. The function of this occupation is similar to that of Manager, Storage Garage – (D.O.T. 187.168).

PET-SHOP ATTENDANT – (D.O.T. 356.877) – This person cares for birds and animals in a pet shop. His specific duties include feeding and watering birds and animals, cleaning pens and cages, observing birds and animals for signs of sickness or injury, and transferring birds and animals from one cage to another or removing them according to customer selection either manually or by use of a net.

PORTER – (D.O.T. 381.887) – Other descriptions of this occupation may include Clean-Up Man, Housekeeper, House Officer, Janitor, Building Maintenance, Sanitary Man, or Sweeper. He keeps the premises of commercial establishments, office buildings, or apartment house in clean and orderly condition. In doing this he may dust, sweep, mop, or do other such tasks. He may work in establishments such as banks, insurance companies, places of amusement, beauty parlors, dental labs, or stores.

PORTER, BAGGAGE – (D.O.T. 357.878) – Handles baggage for airline customers at the airport.

PORTER, (JANITOR) – (D.O.T. 381.887) – A porter keeps the premises of commercial establishments, office buildings, or apartment houses in clean and orderly condition. This type of work may be done in banks, places of amusement, beauty parlors, public baths, dental laboratories, stores or repair shops. He may be called Clean-Up Man, Housekeeper, House Officer, Janitor, Laborer, Building Maintainer, Sanitary Man, or Sweeper.

PSYCHIATRIC AID – (D.O.T. 355.878) – Assists mentally ill patients, working under direction of nursing and medical staff. Assists the patients in bathing, dressing, and grooming. Assists patients in becoming accustomed to hospital routine and encourages them to participate in social and recreational activities Observes patients to detect unusual behavior, and aids or restrains them to prevent injury to themselves or other patients.

REDUCING-MACHINE OPERATOR – (D.O.T. 339.878) – This person applies muscle vibrating machine to portions of customer's anatomy, assists patron to disrobe and dress, and starts and stops vibrating machine, and rubs treated area with special preparation to refresh skin.

REINFORCING-STEEL WORKER, WIRE MESH – (D.O.T. 859.887) – Measures, cuts, bends, and fastens mesh used for reinforcing concrete on embankments and concrete road surfaces. May set redwood expansion joints for concrete paving.

REST-ROOM ATTENDANT – (D.O.T. 358.878) – This attendant serves patrons of lavatories in stores, public buildings, hotels, or similar establishments by providing soap and towels, brushing patron's clothing, shining shoes, sewing on loose buttons, and performing related services. He is also responsible for cleaning of the area, replenishing supplies, and may administer first aid to ill or injured patrons.

RING MASTER – (D.O.T. 159.368) – This person blows whistle in circus ring as signal for performers to begin or end their acts for entertainment of audience.

ROOM-SERVICE CLERK – (D.O.T. 324.878) – This person may be called Delivery-Room Clerk, Package Boy, Package Clerk, Receiving-Room Clerk, or Runner. He may perform any combination of tasks related to serving guests in apartments, motels, or hotels. His specific duties may include mail delivery, delivery and removal of articles from guests' rooms, arranging for pressing clothes and shining shoes and maintaining valet service.

ROUSTABOUT – (D.O.T. 869.884) – (Laborer, General; Roughneck) – Assembles and repairs oilfield equipment including pipe lines, pumps, etc. Does general oil field work.

SAMPLE DISTRIBUTOR – (D.O.T. 299.887) – Distributes samples of merchandise from house to house, to persons on the street, or to business establishments in order to advertise and promote sales.

SANDWICHMAN – (D.O.T. 317.884) – The sandwichman prepares sandwiches to individual order of customers. He may prepare garnishing for sandwiches, such as sliced tomatoes and pickles. He may also cook, mix, and season ingredients to make dressings, fillings, and spreads.

SAUSAGE MEAT TRIMMER – (D.O.T. 521 .887) – Prepares meat for use in making ground and smoked meat products.

SAW MILL WORKER – (D.O.T. 667.782) – Performs duties in preparing logs for cutting into lumber and storing cut lumber in saw mill.

SCRAPMAN – (D.O.T. 520.587) – Separates macaroni scraps recovered from press and packaging areas according to type and condition, for disposal or remilling, or for sale as hog or poultry feed.

SECURITY OFFICERS, GUARDS AND WATCHMEN – (D.O.T. 372.868) – Patrol and inspect property to protect it against fire, theft, vandalism and illegal entry. Examples of employment would be in office buildings, banks, hospitals, department stores, ports and railroads, public buildings such as museums or art galleries; large factories, aircraft plants, and defense installations where valuable information must be protected; social affairs, sports events, conventions, and other public gatherings.

SEED CONE PICKER – (D.O.T. 449.887) – Gathers seed cones from evergreen trees, such as fir, hemlock, and balsam for reforestation purposes.

SEWING MACHINE OPERATOR – (D.O.T. 786.782) – Operates single or multiple needle sewing machine to join parts of such products as awnings, carpets, gloves, textile bags.

SEWING MACHINE OPERATOR – (D.O.T. 786.885) – Tends sewing machine that automatically joins, reinforces or decorates items such as hats or rugs.

SHELLFISH-PROCESSING-MACHINE TENDER – (D.O.T. 529.885) – Tends washing, blanching, steaming, brining, peeling, or shucking machine, that prepares shellfish for canning, freezing, or fresh packing. Opens valves to admit water, steam, or air under pressure into machine vats and adds specified quantities or additives such as salt or food coloring. Lowers basket of shellfish into vats by hand or hoist, or pushes shellfish into steamer chamber. Starts conveyors that move product through machines. May turn screws to adjust tension of peeler, using wrench. May be designated according to machine tended or shellfish processed.

SKATING RINK ICEMAN – (D.O.T. 969.887) – Prepares floor for use as ice-skating and removes ice after use. Sprays floor of rink, which has been chilled by ammonia pipes, with water hose to obtain ice layer of specified thickness. May preserve order among patrons and protects property during skating sessions.

SPONGE CLIPPER – (D.O.T. 427.887) – Removes shells and other particles from sponges prior to packing and shipping. Chips the torn parts or irregulatities from sponges with shears, usually doing the clipping while the sponge is wet. Cuts into desired size with serrated-edged knife.

SPONGE GATHERER – (D.O.T. 437.887) – Gathers sponges from sea bottom, using pronged hook attached to end of pole, wading or using boat. Tears sponges from their base with hook, or knife, and places them in a bag to be pulled to the surface or onto a vessel.

STABLEMAN – (D.O.T. 356.874) – This occupation includes Barn Hand, Feedman, Feed Mixer, Groom, Hostler, Liveryman, Stable Boy, Tackman, and Team Tender. The specific types of tasks performed include caring for horses or mules while animals are in stables to protect their health and improve their appearance, changing or replenishing water, feeding and currying animals, trimming manes and tails, inspecting animals to detect evidence of disease or injury, treating sick animals, cleaning stalls, cleaning troughs, exercising animals and shoeing animals. He may be designated according to animal cared for as Horse Tender, Mule Tender, or Stallion Keeper.

STOCK BOY – (D.O.T. 233.387) – Controls the flow of goods received, stored, and issued; counts, sorts, and weighs merchandise, fills orders, prepares inventory, requisitions stock, determines method of storage.

TAXI SERVICEMEN – (D.O.T. 915.887) – Concerned with the upkeep of the taxies; may require various aptitudes as listed under Maintenance and Repair Personnel.

VETERINARY HOSPITAL ATTENDANT – (D.O.T. 356.874) – (Veterinary Assistant) – Cares for animals under treatment in animal hospitals for disease, injury, etc.

WAITER – WAITRESS (INFORMAL) – (D.O.T. 311.878) – This person serves food to patrons at counters and tables of coffeeshops, lunchrooms, and other dining establishments where food service is informal. Specifically, this person may present menus, make suggestions regarding food, relay orders to kitchen, observe guests to fulfill any additional requests and to perceive when meal has been completed, total bill, and clean and reset counters or tables at conclusion of each course.

WASHER, HAND – (D.O.T. 361.887) – This worker washes articles such as curtains, table linens, and lingerie by hand.

YARDMAN – (D.O.T. 304.887) – A Gardener, Job Man or Utility Man employed to keep yard or grounds in orderly condition.

RESOURCES

Book companies and manufacturers of audio visual aids have materials that can be used by educable mentally retarded students. The major difficulty is that although the material is written at a level which the students can understand, the amount of repetition and the speed at which the concepts are developed are not satisfactory. Much of the programmed material connot be used. Here again the level is applicable but the teacher cannot present this material to the students assuming they will digest what has been presented after completing the program.

In many media such as film strips, the teacher can stimulate the class although the amount of explanation and the amount of repetition is not sufficient. At the high school level, once material has been presented it may be put aside for later use, since this teacher will have the same students over a four year period. The educational material available on the market is effective only with additional materials prepared by the teacher.

A video-tape machine is a very helpful and effective means of teaching educable mentally retarded students. Its effectiveness is limited only by the imagination of the teacher. It can be used to teach job skills, attitudes, assessing qualities needed for various jobs, and developing realistic vocational goals and self-image. This machine can be transported to various sections of the building and can bring back to the classroom the job skills and attitudes that are needed by the people who work in the school. These pictures are worth more than prepared film because the students are familiar with the people and can relate to them without difficulty. They can see themselves as they look to others more readily if they see the tape of the interview. They can decide whether or not an employer would be satisfied with them if they were observed while working by seeing a tape of themselves working on an assembly line. When the student verbalizes a desire for a job in a hospital, make a tape of the people and the jobs that they see on a trip to a hospital; look at the tapes and assess whether or not the student is really interested in the job. What kinds of work are involved? What are the working conditions? A much more realistic conclusion can be drawn by the student's appraisal of the film. Seeing a film of hospital workers after you have actually seen these people perform is a much different thing. Many times the parents of the students in the class will make a tape of the place where they work or of the people in their place of employment. Again, if the parent or teacher shows this film, the students can relate to the film more readily.

Much of this equipment is very expensive, but so is buying a wide selection of prepared materials. It is also possible in many places to *rent* the film equipment and consequently *purchase* only the equipment necessary for the showing of the film. There are also state and federal funds available for the purchases of this type of equipment. The county superintendent in charge of career education would be the person to contact for the necessary information.

Prepared materials are excellent supplementary aids to education but the teacher of the educable mentally retarded students must consider that the more familiar a thing, and the more concrete, the easier it is to teach and the more readily it will be learned and retained by the educable student. There is no media that fits this bill as well as a video tape machine. Through this media the student sees himself and other people he/she knows performing a job in the world of work. He sees exactly what the person does, how he/she does it, and can then assess the possibility of doing it him/herself.

Resources to be used with the educable high school students should be, for the most part, made for them by their teacher. They should be materials that show succinctly what the world of work is like and what the people the students know, do every day. What skills and attitudes are needed for actual jobs in the school; how the workers perform their jobs; and what constitutes a job well done.

RESOURCE PEOPLE

There are many occasions where a resource person from the community or from the school can be utilized by the students and the teacher. This person can be a worker from the community involved in an industry that the student may learn about. In order for the visit to be most profitable it is necessary for the students and the teacher to plan for this activity very carefully.

The person can be contacted by the teacher or the students. The teacher however, should get to talk to the visitor prior to the visit. S/He should inform the guest about the students – at what level they are working; of what they have some prior knowledge. The resource person should be asked to come at his/her convenience during class time. The visitor should be informed of the type of questions to be asked and of the duration of the visit. A list of possible points to be covered may be given to the person at this time.

The class should decide who will meet the visitor and introduce him/her; should they serve anything to the visitor; should other classes be invited to the meeting. They should also plan for someone to give the visitor a brief summary of what has previously been discussed by the class.

The students should be made aware of appropriate behavior when a guest speaker is present. This is an excellent opportunity for the students to learn how to interact with strangers so that they do not embarass themselves, the visitor, or the teacher. Role playing, in this area is very effective.

If a video tape is available it is often very helpful if the teacher can go to the place of employment of the visitor *before* the visit and video tape the visitor on his/her job. This tape can be used by the teacher before the visitor arrives and discussed again with the visitor during his/her presentation.

After the visit, the class should write a thank you note to the visitor, including comments pertaining to what they learned from the visit and how the visitor made the unit more meaningful for them.

POSSIBLE LIST OF THINGS TO BE COVERED BY A RESOURCE PERSON

1. What qualifications are needed for the job?
2. How much schooling is needed for the job?
3. What special training is needed for the job?
4. What benefits does the job offer?
5. How many hours does he/she work?
6. What is the starting pay?
7. What are the chances for advancement?
8. What are good aspects of the job?
9. What are less desirable aspects of the job?

HOW TO TAKE A TRIP

Trips are very exciting for the students and they can often be excellent learning situations, but this can only be true if the trip is carefully planned. The educable student rarely learns something the first time he is exposed to it. This makes it imperative that the teacher carefully acquaint the students with the purpose of the trip, why the trip is being taken, where they are going, and what the teacher and the students want to learn once they get there. This can be fun if it is done before the trip.

The reason for taking the trip should be an outgrowth of the subject matter or activity that is taking place in the classroom. The students should understand why the trip is necessary and that taking the trip will increase the information that they previously acquired. They should be made aware of how long the place has been in existance; its purpose; how many people depend on it for employment; what, if any, product is manufactured; where the place is in relationship to where the students are; who they know, if anyone, making their living in a place similar to the one that is to be visited; what specific questions can be answered for them by a visit to this place.

This type of activity is excellent for having students learn how to work well together in groups. They can choose or be placed in groups, each seeking specific information. They will then return to class and share their group's experiences. A list of questions and answers could be compiled by the teacher and a composite could be distributed to the class a few days after the trip.

This is another way to teach the students how they are to behave in public. Through this media the students not only talk about how they are to behave, but in this instance they must actually behave as they have been taught. They may also have an opportunity, right after the trip, to evaluate their actions while they were on the trip. This is an opportunity for the students to see if they are perceiving themselves as others see them.

VIEWING A FILMSTRIP

Many teachers are not careful to preview a filmstrip before presenting it to their students. Many filmstrips have titles that seem applicable to material being presented by the teacher but the material in the filmstrip is not always presented in an acceptable manner for the special student. The teacher must see the film before it is presented and must determine what facts, concepts, and vocabulary the students must learn before the filmstrip is presented to them.

Filmstrips offer a change of pace in teaching; however, a filmstrip must be taught to the students. Merely watching it is not adequate. The filmstrip should first be viewed by the students for the pleasure of seeing it. The teacher should then extract from the film the concepts or ideas that she/he wants the students to remember. These items

should then be taught to the students by discussion, learning activities, word definition and usage, concept definition and usage, and if possible some form of simulation. When the teacher ascertains that the concepts, and vocabulary in the film have been internalized by the student, the film may then be shown again. During the second showing of the film, the students may discuss it as it is being viewed. If the teacher feels that the students have derived from the film the necessary material, the students may again view the film just for pleasure.

BEHAVIOR MODIFICATION

It is the process of changing a student's behavior that is called behavior modification. Many texts have been written on this subject and much research has and is being done on how to bring about this modification; can we get prolonged positive results from this procedure? At this point we just want to explain a few basic concepts. If the reader finds this interesting and promising, she/he can investigate the procedure further.

When you modify behavior, you must begin with *one* behavior and not try to change several at one time. We must ascertain whether or not the behavior we want to teach is part of the repetoire of the students and to what extent it is present. We then talk to the students and find out if they are willing to change this behavior.

The first thing to do is to watch the student for several weeks and keep a record of how much of the desired behavior the student displays each day. Find the least number of times that this behavior was displayed and begin here. For instance, let us assume that the behavior to be changed is the ability of the student to attend to the task at hand. In the observation period it was noted that the student could attend to task for ten minutes or more each day. We set the beginning goal at ten minutes. We tell the student that if he attends to task for ten minutes he may have his choice of doing things listed on the reinforcement menu. This is a list made up by the teacher and the student of things the student would like to do when he is finished with his work. For instance, maybe he has a girfriend who has a different lunch period. Perhaps permission to leave class five minutes before the end of the period can be granted so that he can spend that time with his girl. The student might want to go to the cafeteria to get something to eat or listen to records, or work on a specific project in the classroom; whatever it is that is feasible and that the student wants to do he/she can do as long as he/she fulfills his/her part of the bargain. If he/she does not, however, he/she loses his/her privileges and must attend to task for ten minutes again before going back on the reinforcement schedule. As the student becomes more able to fulfill his/her obligation the time he/she must attend to task becomes more difficult until s/he has acquired the ability to behave in an acceptable manner which was decided on by the student and the teacher at the beginning of the experiment.

One of the major assets of this type of program is that the student will receive a reward if the requirement is accomplished.

If this type of procedure is decided upon, the teacher should become sophisticated in this technique. This can be done by reading and/or taking courses at various colleges in the area.

RATING SHEET

How to use the rating sheet should be *taught* to the students by the teacher. The instructions should be explicit and in behavioral terms. Criteria should be set by the teacher also, and it should be mandatory that the students adhere strictly to these criteria. In the beginning, the students may try to use the rating procedure in a derogatory manner against other students, but, if the teacher works with the raters during and after the rating session, this can be advoided.

In order to teach the use of this sheet, the teacher must first decide exactly what behavior or condition is to be treated. These things must then be listed and discussed so that they are thought of in the same terms by each student. For instance, if the students were rating the non-greasiness of the stove top the first thing to be decided would be how to tell if the top is not greasy. Does one look at it or feel it? Is it necessary to try to make the condition rateable by more than one test?

Other conditions are not this visible. Consider rating how the student is dressed for an interview? To some the student will appear "properly dressed" and to others not. It is at this point that the teacher and the students decide what constitutes being "properly dressed." A list of things decided upon should be displayed and these criteria will be the facts upon which the decision is made. In that way, being "properly dressed" is no longer a subjective judgment, but rather a certainty based on observable behaviors.

One of the great difficulties in teaching educable mentally retarded students is getting them to be objective about themselves. This rating sheet can be used for this purpose also. Usually when a student is required to make a self-evaluation s/he will be harder on him/herself than peers. This aids the teacher in helping the students have a more positive self image.

RATING SHEET FOR AN INTERVIEW

List of Essential Characteristics	Excellent	Good	Fair	Poor	Yes	No
1. Is the student properly dressed?						
2. Are his/her clothes clean and neat?						
3. Are his/her hands and nails clean?						
4. Are his/her shoes well-kept?						
5. Did he/she introduce him/herself?						
6. Did he/she wait to be told to sit down?						
7. Did he/she sit properly?						
8. Did he/she answer questions fully and not just say "yes" or "no"?						
9. Did he/she tell something that shows he/she is a good worker?						

List of Essential Characteristics	Excellent	Good	Fair	Poor	Yes	No
10. Did he/she try to convince the intervie ver that he/she really wants the job and why?						
11. Did he/she ask when he/she can expect to hear whether or not he/she got the job?						
12. Did he/she say "Thank You" and "Goodbye" to his/her interviewer?						

RATING SHEET FOR RESTAURANT CLEAN-UP

EQUIPMENT	FREE FROM FOOD	FREE FROM GREASE	RETURNED TO CORRECT PLACE
Stove			
Pots			
Pans			
Silverware			
Glassware			
Coffee Machine			
Table			
Cooking Area			
Sink			

RATE BY NUMBER

1. Job done completely
2. Job done well, but not perfectly
3. Job done, with room for improvement
4. Job not done

SIGNS MOST OFTEN SEEN

STOP

GO

CAUTION

PROCEED WITH CAUTION

DANGER

RAILROAD CROSSING

ENTER

EXIT

MEN

NO TRESSPASSING

WOMEN

ENTRANCE

DANGER: EXPLOSIVES

DO NOT ENTER

DO NOT EXIT

WALK

DO NOT WALK

YIELD

POLICE

FIRE

HOSPITAL ZONE

PEDESTRIAN CROSSING

ONE WAY

U TURN

PRIVATE

SAMPLE TAKE-OUT LUNCHEON MENU

SALAD

1. Sliced Egg Salad . . . . . 40¢
2. Egg Salad Platter . . . . . 40¢
3. Tuna Salad Platter . . . . . 55¢
4. Egg Salad and Tuna . . . . . 65¢
5. Cottage Cheese . . . . . 30¢
6. Cottage Cheese and Fruit . . . . . 40¢
7. Chef's Salad . . . . . 30¢
8. Julienne Salad . . . . . 50¢

CHOICE OF DRESSINGS

Thousand Island	Sweet and Sour
Italian	French

IF YOU WANT EXTRAS – 5¢ ADDITIONAL FOR EACH OF THE FOLLOWING:

Tomatoes	Sliced Onion
Lettuce	Hot Peppers

IF YOU DESIRE ANY OF THE FOLLOWING, PLEASE INDICATE THIS ON YOUR ORDER FORM:

Butter	Mayonnaise	Mustard
Catsup	Oil	Relish

SAMPLE TAKE-OUT LUNCHEON MENU

HOAGIES

1. Cheese Hoagie . . . . . 50¢
2. Regular Hoagie . . . . . 75¢
3. Tuna Hoagie . . . . . 90¢
4. Ham and Cheese Hoagie . . . . . 95¢
5. Egg Salad Hoagie . . . . . 75¢

SANDWICHES

1. Bacon, Lettuce and Tomato . . . . . 75¢
2. Ham and Cheese . . . . . 85¢
3. Cream Cheese and Olive . . . . . 35¢
4. Tuna with Lettuce . . . . . 60¢
5. Egg Salad with Lettuce and Tomato . . . . . 50¢
6. Sliced Egg with Lettuce and Tomato . . . . . 50¢
7. Peanutbutter and Jelly . . . . . 30¢
8. Bologna . . . . . 35¢
9. Bologna and Cheese . . . . . 45¢

CHOICE OF BREADS

Roll White (Plain or Toasted) Rye (Plain or Toasted)

SAMPLE CAFETERIA STYLE TEACHER'S MENU

1. Tuna Plate . . . . . 35¢
2. Tuna Sandwich . . . . . 35¢
3. Tuna Hoagie . . . . . 75¢
4. Tuna, Cheese, Tomato, Grilled . . . . . 50¢
5. Grilled Cheese . . . . . 30¢
6. Stillman Plate . . . . . 55¢
7. Scrambled Eggs . . . . . 20¢
8. English Muffin . . . . . 10¢
9. Toast . . . . . 10¢
10. Soup Du Jour . . . . . 20¢
11. Hoagie . . . . . 75¢
12. "West" un Hot Dog . . . . . 35¢
13. Hamburger Plate . . . . . 30¢
14. Hamburger on a Roll . . . . . 35¢
15. B.L.T. . . . . 40¢
16. 2 Slices Bacon . . . . . 15¢
17. Pancakes . . . . . 35¢
18. Coffee . . . . . 10¢
19. Tea . . . . . 10¢
20. Parfait . . . . . 10¢
21. Chicken Salad . . . . . 35¢
22. Potato Salad . . . . . 15¢
23. Egg Salad Plate . . . . . 25¢
24. Egg Salad Sandwich . . . . . 30¢

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CURRICULA

State of New Jersey, Department of Education, Division of Vocational Education, Trenton, New Jersey.

United States Department of Health, Education, and Welfare, Office of Education, Washington, D.C.

EVALUATION SHEET

1. Is the guide clear about how and what to do? YES NO
   Comment:

2. Is the guide understandable? YES NO
   Comment:

3. Do you feel that this guide can be a valuable aid for you to have? YES NO
   Comment:

4. Does the guide stimulate your imagination and creativity? YES NO
   Comment:

5. What terms in the guide do you feel should be explained by the writer in the definition of terms section?

6. In your opinion, what is the most valuable part of the guide?

7. In your opinion, what is the least valuable part of the guide?

It would be most advantageous for the writer if you would take a few minutes to fill in this questionnaire. If you would like to make a comment that is not asked for please write it on the back of this sheet. Thank you.

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